

**STUDENTS' ATTITUDE ON SUMMATIVE ASSESSMENT IN THE
INTENSIVE COURSE AT TBI IAIN CURUP**

This Thesis is Submitted to Fulfill the Requirement for “Sarjana” Degree in English Tadris
Study Program



Written By :

Welinsah Yusat Wika

NIM.22551057

**ENGLISH TADRIS STUDY PROGRAM
TARBIYAH FACULTY
INSTITUT AGAMA ISLAM NEGERI CURUP**

2026

Hal : Pengajuan Sidang Munaqasah

Kepada

Yth. Ibu Dekan Fakultas Tarbiyah IAIN Curup

Di Curup

Assalamualaikum Warahmatullahi Wabarakatuh

Semoga Ibu selalu dalam kesehatan dan lindungan dari Allah SWT. dalam setiap urusannya.

Setelah mengadakan pemeriksaan dan juga perbaikan yang penting, maka kami berpendapat bahwa skripsi atas nama **Welinsah Yusat Wika (22551057)** sebagai Mahasiswa dari Program Studi Tadris Bahasa Inggris, dengan judul **"EXPLORING STUDENTS ATTITUDE ON SUMMATIVE ASSESSMENT IN THE INTENSIVE COURSE AT TBI IAIN CURUP"** sudah dapat diajukan dalam Sidang Munaqasah di Institut Agama Islam Negeri (IAIN) Curup.

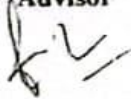
Demikian Permohonan ini kami ajukan, besar harapan kami agar ibu dapat menyetujui hal ini. Terima kasih.

Wassalamualaikum Warahmatullahi Wabarakatuh

Curup,

2026

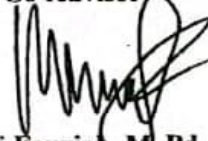
Advisor



Jumatul Hidayah, M. Pd

NIP. 197802242002122002

Co-Advisor



Meli Fauziah, M. Pd

NIP. 199405232020121003

STATEMENT OF OWNERSHIP

The author who has signed below:

Name : Welinsah Yusat Wika

NIM : 22551057

Faculty : Tarbiyah

Study Program : English Study Program

Stated that the thesis is entitled "**Exploring Students Attitude on Summative Assessment in the Intensive Course at TBI IAIN Curup**" is pure and never proposed in IAIN Curup.

This statement is ruly made by the writer, if there any mistakes or problem in the future the writer ready to accept the punishment or other criticism from IAIN Curup or based on the regulation.

Curup, Juli 2026



Welinsah Yusat Wika

NIM.22551057



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
(IAIN) CURUP**

Jalan Dr. AK Gani N0. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax 21010
Homepage: <http://www.iaicurup.ac.id> Email: admin@iaicurup.ac.id Kode Pos 39119

A P P R O V A L

Nomor : **1240 /In.34/FT/PP.00.9/8/2026**

Name : **WELINSAH YUSAT WIKA**
NIM : **22551057**
Departement : **English Tadris Study Program**
Title : **Exploring Students Attitude on Summative Assessment in the
Intensive Course at TBI IAIN Curup**

Had examined by examining board of the English Tadris Study Program of Institut Agama
Islam Negeri (IAIN) Curup, on:

Day / Date : **Thursday, August 13th 2026**
Time : **08.00 AM- 09.30 AM**
At : **Room 01 TBI IAIN Curup**

Has been received to fulfill the requirement for the degree of *Strata I* in English Study
Program of *Tarbiyah* of IAIN Curup.

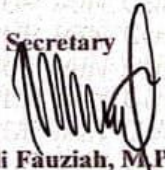
Curup, 14 August 2026

Examiners:

Head

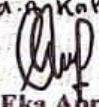

Jumatul Hidayah, M. Pd.
NIP. 197802242002122002

Secretary

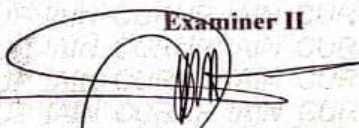

Meli Fauziah, M Pd
NIP. 199405232020122003

Examiner I

a. A. K. Prodi Tbi


Dr. Eka Apriani, M. Pd
NIP. 199004032015032005

Examiner II


Sarwo Edy M.Pd
NIP. 19810607202311011


Dean
Faculty of Tarbiyah
Dr. Hakti Kamalasari, S/Ag., M.Pd
NIP. 197011072000032004

PREFACE

All praises to Allah SWT that the writer had finally finished her writing thesis entitled **“Exploring Students Attitude on Summative Assessment in the Intensive Course at TBI IAIN Curup”**.

This thesis is submitted as the part of completion for undergraduates degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realizes that this thesis is far being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in the field of study.

Curup, Juli 2026



Welinsah Yusat Wika

NIM.22551057

ACKNOWLEDGMENT

Assalamu'alaikum warahmatullahi wabarakatuh.

Alhamdulillahirobbil'alamin, all praises to Allah SWT for the all mighty and merciful god who has given the researcher mercy, blessing and guidance so the researcher can finish this thesis completely. Peace and salutation always be given to Prophet Muhammad SAW. (Peace Be Upon Him), and all of his family and followers who have been a good example for every Muslim in this world and has brought us from the darkness (Jahiliyah) to the lightness (Islam) as we felt together.

The researcher finished this research **"EXPLORING STUDENTS ATTITUDE ON SUMMATIVE ASSESSMENT IN THE INTENSIVE COURSE AT TBI IAIN CURUP"**

This thesis is presented in order to fulfill of the requirement for the degree of strata 1 in English Tadris study program of IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Because of those reason, the writer would like to present her deepest appreciation to:

1. Prof. Dr. Idi Warsah, M.Pd.I, as the Rector of IAIN Curup.
2. Dr. Bakti Komala Sari, S. Ag., M.Pd, as the Dean of the Faculty of Tarbiyah at IAIN Curup.
3. Mrs. Khoirunnisa, M.Pd, as the Head of the English Tadris Study Program at IAIN Curup.

The writer sincerely thank you for the support, guidance, and valuable contribution throughout the writer's academic journey.

4. Mrs. Jumatul Hidayah, M.Pd, as the advisor who always give the time for guidance, supports, motivation, and suggestion along the process of this thesis.
5. Mrs. Meli Fauziah, M.Pd, as the co-advisor, who has patiently guided, motivated, and provided meaningful suggestions during the completion of this thesis..

6. Mr. Rizki Indra Guci, M.Pd, as my instrument's validator and lecturer who help support my thesis.
7. All lecturers in the English Tadris Study Program, who have shared their knowledge, support, and inspiration during the researcher's academic journey.

Finally, the researcher needs suggestion for being perfect in the future, Hopefully, the result of this research can give beneficial contribution to the development of education, For acknowledgment above, and those are not mentioned, may Allah give them best reward. Aamiin.

Wassalamu 'alaikum warahmatullahi wabarakatuh

MOTTO

“Allah does not burden anyone beyond their capacity”

(QS. Al-Baqarah:286)

“Indeed, with every difficulty there is ease”

(QS. Al-Insyirah:6)

“Life can be heavy, especially if you try to carry it all once. Part of growing up and moving into new chapters of your life is about catch and release”

(Taylor Swift)

DEDICATION

Allah SWT and My Parents are the reason why i can finish this thesis. Immeasurable syukur for letting me finish this thesis as soon as my hope. There is no miracle except by You. Allah, in the name of Allah and His Messenger Prophet Muhammad Shalallahu Alaihi Wassallam, I would like to dedicate this thesis for :

- ❖ My dearest mother, thank you for always understanding the difficulties i face as the eldest child, who rarely manages to articulate or express my feelings. Thank you for never pressuring me to hurry, but for always being there to support me throughout the process of writing this dissertation.
- ❖ To my father, thank you for always supporting everything i do, for always being willing to drive me long distances to my thesis supervision sessions without ever complaining, and for always looking out for me and making sure i'm safe.
- ❖ To my little sister, Nayla Anggraini even though you're all grown up now, you're still the same little sister you always were. Thank you for always asking how I'm doing and for keeping me company whilst I worked on this dissertation until the middle of the night.
- ❖ To my little twin sisters, Mazava Kamania and Mazaya Adheliah. Thank you for being my source of inspiration to finish this dissertation as soon as possible. Don't you ever grow up, just stay this little.
- ❖ My friends who have always been by my side. Ester Rindi Prastika and Sinta Nia Yunisa you who never let me stray

for too long. Thank you for being there to remind me, always asking how i am. When i did not know what to do, you appeared with enthusiasm, with laughter, with words that brought me back onto the right path. The journey of writing this thesis felt lighter because i did not have to go through it alone. Thank you for being a second home that always opens its doors to me.

- ❖ To the Bank Indonesia Scholarship Programme, thank you for giving me the opportunity and placing your trust in me to join the GenBI community over the past two years or so. I am truly grateful to be surrounded by such kind people, thank you for all the knowledge, experience and connections, as well as the financial support, which has had a significant impact on me.
- ❖ Thank you to NCT Dream, aespa and hearts2hearts members, especially Haechan NCT, who indirectly accompanied me throughout the process of writing this thesis and kept me motivated with his music, which was a constant companion during the writing process.
- ❖ Welinsah Yusat Wika, the eldest daughter in this family, who learned to be strong long before she felt ready. You've shouldered everything while learning, setting an example for your younger siblings and taking care of the household without ever really asking anyone to understand just how hard it all was. Forgive me for making this body work too hard, for forcing it to bear more than it should have. But above all, thank you. Thank you for choosing not to give up. Thank you for being a figure of unwavering courage, who stands firm even when the winds blow hard. This

thesis is proof that you are capable and that you are more than worthy of being proud of yourself.

ABSTRACT

Welinsah Yusat Wika : Exploring Students Attitude on Summative Assessment in the Intensive Course at TBI IAIN Curup

NIM : 22551057

Advisor : Jumatul Hidayah, M.Pd

Co-Advisor : Meli Fauziah, M.Pd

This research explores students' attitudes toward the summative assessment in the Intensive Course (IC) at the English Tadris Study Program (TBI), IAIN Curup. The study aims to describe how students' attitudes are reflected in this assessment, using Rosenberg and Hovland's (1960) Tripartite Attitude Model, comprising cognitive, affective, and conative components. Employing a qualitative descriptive design, this research involved ten sixth-semester TBI students who had completed the IC twice, selected through purposive sampling based on their achievement levels. Data were collected through semi-structured interviews and analyzed using Miles, Huberman, and Saldaña's interactive model of data condensation, data display, and conclusion drawing. The findings reveal that students' attitudes are multidimensional and only partially consistent across the three components. Cognitively, students hold predominantly positive attitudes, perceiving the assessment as purposeful, well aligned with course material, and procedurally fair, although inadequate for capturing speaking and listening skills. Affectively, most students experience anticipatory nervousness and persistent time-pressure anxiety, with some also reporting social-evaluative pressure from public score disclosure or peer observation during speaking tests; nevertheless, nearly all sustain motivation and several reframe disappointing results as learning opportunities. Conatively, students display a coexistence of avoidance behavior, such as procrastination, and adaptive strategies, including skip-and-return test-taking techniques, technology-assisted study, and religious coping. These findings indicate that students' attitudes toward summative assessment are shaped by a dynamic interplay of beliefs, emotions, and behaviors rather than a single, uniform stance, offering implications for lecturers in designing more transparent and supportive assessment practices within the Intensive Course.

Keywords: *Students' Attitude, Summative Assessment, Intensive Course, Tripartite Attitude Model, TBI IAIN Curup*

TABLE OF CONTENT

Statement Ofownership	iii
Preface	iv
Acknowledgment	v
Motto	vii
Dedication	viii
Abstract	xi
List of Table	xiii
List of Appendices	xiv
CHAPTER I INTRODUCTION	1
A. Background of the Research	1
B. Research Question	6
C. Research Objectives	6
D. Limitation of the Research	6
E. Significances of the Research	6
F. Definition of Key Term	7
G. Organization of the Thesis	10
CHAPTER II LITERATURE REVIEW	12
A. Review of Related Theories	12
B. Review of Previous Studies	29
C. Conceptual Framework	32
CHAPTER III RESEARCH METHODOLOGY	33
A. Kind of the Research	33
B. Subject of the Research	35
C. Techniques of Collecting Data	37
D. Instrument of the Research	38
E. Data Analysis Technique	44
F. Trustworthiness	47
CHAPTER IV FINDINGS AND DISSCUSSION	49
A. Findings	49
B. Discussion	59
CHAPTER V CONCLUSION AND SUGGESTION	68
A. Conclusion	68
B. Suggestion	71
REFERENCES	76

LIST OF TABLE

Table 3.1.Interview Participants Based on Score Categories.....	36
Table 3.2.Interview Guidelines Students’ Attitudes on Summative Assessment.....	41
Table 4.1.Findings on Students' Cognitive Attitude on Summative Assessment.....	51
Table 4.2.Findings on Students' Affective Attitude on Summative Assessment.....	54
Table 4.3.Findings on Students' Conative (Behavioral) Attitude on Summative Assessment.....	57

LIST OF APPENDICES

APPENDIX 1 SK Penelitian, SK Pembimbing, Kartu Bimbingan Skripsi, Instrument Validation

APPENDIX 2 Interview Transript, Coding, Documentation

CHAPTER I

INTRODUCTION

This chapter provides a rationale for conducting a study on The Exploring Students' Attitudes Toward the Intensive Course at English Tadris Study Program IAIN Curup. The discussion includes : Background of the Research, Research Questions, Research Objectives, Limitation of the Research, Significances of the Research, Definition of Key Term, Organization of Thesis.

A. Background of the Research

In the field of language education, evaluation is not only used to determine learning outcomes, but also a component that helps influence the student's impression of the learning process. Summative assessment is one of the most popular types of assessment used in higher education. It is administered at the end of a course to determine whether the student has attained the anticipated level of proficiency¹. This kind of assessment is often conducted through final examinations, comprehensive tasks, or presentations that contribute significantly to the overall grade. While summative assessment is intended to represent students' mastery of course content, its presence often evokes various psychological and behavioral tendencies, especially in contexts where the stakes are perceived as high². In English language instruction especially within intensive programs summative assessment is used to gauge students' language proficiency after undergoing focused and time-bound learning experiences.

This concern is not merely theoretical for the researcher. The IC program at TBI is deliberately designed around a modular, formative oriented approach, in which students engage in gradual, skill by skill practice across five language areas throughout the

¹ J. D. Brown, *Testing in Language Programs: A Comprehensive Guide to English Language Assessment* (New York: McGraw-Hill, 2005), 3.

² Paul Black and Dylan Wiliam, "Inside the Black Box: Raising Standards through Classroom Assessment," *Phi Delta Kappan* 80, no. 2 (1998): 139

sessions. However, their overall standing in the program is ultimately determined by a single, high-stakes summative assessment administered only at its conclusion creating a noticeable gap between how the program is designed to develop students and how their achievement is finally judged. Even before conducting any formal investigation, the researcher, who has been directly engaged within the TBI academic environment, had informally observed that students frequently expressed apprehension when discussing the upcoming final assessment, suggesting that it carried weight beyond that of an ordinary academic requirement. This informal awareness of a discrepancy between the program's developmental design and its conclusive, high-stakes evaluation was what first motivated the researcher to investigate more closely how students actually perceive and respond to the summative assessment.

At IAIN Curup, the Intensive Course (IC) offered by the English Tadris Study Program (TBI) is a structured program designed to support students in strengthening their English skills in the early stages of their academic journey. Viewed through the lens of contemporary program design, such intensive courses align with the concept of “accelerated language learning,” where condensed instructional time aims to foster rapid skill development through focused exposure and practice³. The program is generally conducted in the second semester and is now followed by a continuation phase in the fourth semester for cohorts 2023 and 2024. The Intensive Course targets five major areas of English proficiency: speaking, writing, reading, listening, and vocabulary, each facilitated by tutors who specialize in those specific skills. This structure reflects a “modular skills based approach,” which is widely applied in intensive language programs to allow for targeted instruction and assessment of discrete competencies before integrated

³ Leeming, P. (2021). *Accelerated language learning in intensive programs: Design principles and learner outcomes*. *Language Teaching Research*, 25(4), 512–530.

application⁴. To assess students' progress, the program incorporates formative and summative assessments. The summative component is particularly pivotal, as it is administered at the end of the course and is used to conclude the students' overall participation in the program. As such, the summative assessment may shape how students interpret their experience and how they value the course itself. Therefore, exploring these attitudes is not merely about evaluating a test, but about understanding a key factor that can influence students' learning motivation, academic self-concept, and ultimately, the overall efficacy of the Intensive Course program.

To gain an initial understanding of how the summative assessment is viewed by students, the researcher conducted a preliminary exploration involving fifth semester students who had completed the IC program in the academic year 2025 revealed that students who struggled with the assessment expressed more pronounced and varied concerns, making their attitudes a critical focal point for understanding potential barriers to learning and improvement in the IC program. This informal activity took place in June 2025 within the IAIN Curup campus. During the conversations, the students shared varying perspectives. These differing responses resonate with recent studies on “assessment perception,” which highlight how learners' views of evaluation are influenced by factors such as task authenticity, perceived relevance, and emotional engagement⁵. One student mentioned putting in more effort due to the exam but described the situation as mentally exhausting. Another student felt that the tasks in the final test did not fully reflect what had been practiced during the sessions⁶.

⁴ Moon, S. (2023). *Modular approaches in intensive English courses: Balancing discrete skill development and integrated performance*. TESOL Quarterly, 57(1), 189–212.

⁵ Yan, Z. (2022). *Student perceptions of assessment: A review of influencing factors and implications for feedback practice*. Assessment & Evaluation in Higher Education, 47(5), 754–768.

⁶ English Tadris Study Program, Fatimah and Pitaloka

These varying perspectives manifested in tangible outcomes that shaped students' learning trajectories. Some students demonstrated adaptive coping strategies by forming study groups and seeking additional tutoring sessions outside the program hours. Others exhibited avoidance behaviors, such as procrastinating preparation until the final days before the assessment. A notable pattern emerged among students who perceived the assessment as misaligned with course content: they tended to develop surface learning approaches, focusing on memorization rather than deep comprehension. Conversely, those who viewed the assessment as fair and relevant showed deeper engagement with the material, producing more thoughtful responses and demonstrating better retention of language skills beyond the assessment period. These behavioral outcomes provide concrete evidence of how attitudes toward summative assessment translate into measurable academic behaviors and learning quality.

A third student shared that their preparation was more focused on passing than on truly engaging with the course content. These insights indicate that students may hold a range of viewpoints about summative assessment from a tool that encourages learning to a task that induces pressure. Such variations align with the affective dimension of attitude formation discussed in recent educational psychology literature, where emotional and evaluative responses to academic assessment differ significantly among learners⁷. Such diverse attitudes are meaningful to study, especially in academic contexts where assessment forms a central part of the curriculum.

Previous studies have addressed similar issues. For instance, Nasrullah and Hidayat in *Jurnal Pendidikan Bahasa* emphasized that students' approaches to learning are often shaped by their understanding of the purpose and structure of assessment.

⁷ Voinea, M. (2023). *Affective dimensions of learner attitudes toward assessment in higher education*. Educational Psychology Review, 35(2), 45–67.

International research has contributed valuable perspectives as well. Yazdani and Mohammadi in *Assessment in Education: Principles, Policy & Practice* showed that student engagement with course assessments often depends on their clarity and perceived alignment with the learning objectives⁸. Chan et al. in *TESOL Quarterly* discussed how students' voices in assessment practices contribute to more meaningful learning environments⁹. However, none of these studies have focused specifically on the attitudes of students toward summative assessment in the Intensive Course at TBI IAIN Curup, nor have they adopted a qualitative approach within this local institutional context. This situation reveals both a theoretical and methodological gap.

Theoretically, this study adopts the Theory of Attitude by Rosenberg and Hovland, which defines attitude through three main dimensions: cognitive (beliefs and interpretations), affective (emotional orientations), and conative (tendencies to act or behave)¹⁰. While this theory has been used in educational psychology and social studies, it is not commonly applied in the context of language assessment, particularly within localized English learning programs such as IC at IAIN Curup. From a methodological point of view, many existing works use quantitative techniques such as surveys and statistical tests. While those approaches can identify patterns across populations, they do not capture the deeper meanings that individual learners attach to their academic experiences.

The aim of this research is to gain a deeper understanding of how students view summative assessment in the Intensive Course. The study seeks to describe their

⁸ Mohammad Yazdani and Fatemeh Mohammadi, "Student Engagement with Course Assessments: The Role of Clarity and Perceived Alignment," *Assessment in Education: Principles, Policy & Practice* 28, no. 3 (2021): 321-335

⁹ Cecilia Chan et al., "Incorporating Students' Voices in Assessment Practices: A Pathway to Democratic Pedagogy," *TESOL Quarterly* 54

¹⁰ Milton J. Rosenberg and Carl I. Hovland, "Cognitive, Affective, and Behavioral Components of Attitudes," in *Attitude Organization and Change: An Analysis of Consistency Among Attitude Components*, (New Haven: Yale University Press, 1960.

interpretations, emotions, and behavior related to the assessment from multiple dimensions of attitude. The research will be conducted using a qualitative case study design, involving 5 to 10 students from the fifth semester who have completed the IC program. Data will be gathered through semi-structured interviews, document review, and field observation, with the research site located at the English Tadris Study Program of IAIN Curup. Through this study, the researcher hopes to highlight aspects of student experience that may be valuable for future reflection and planning within the program. Thus, this study is titled **“Exploring Students’ Attitudes Toward Summative Assessment in the Intensive English Course at TBI IAIN Curup.”**

B. Research Question

From the background described above, the research question is formulated as follow:

1. How do students' attitudes reflected on summative assessment in the Intensive English Course at TBI IAIN Curup?

C. Research Objectives

Based on the research question formulated above, this study aims:

1. To describe how students’ attitudes are reflected on summative assessment in the Intensive Course at TBI IAIN Curup.

D. Limitation of the Research

This study acknowledges several limitations that define its scope:

1. The object of this research is limited to only a few students’ who fit the criteria of TBI sixth semester class of 2023
2. This study focuses specifically on students' attitudes (cognitive, affective, conative) toward the summative assessment on TBI students in Intensive Course class

E. Significances of the Research

The significances of this research are as follow:

1. Theoretical Significance

This study aims to extend the application of Rosenberg and Hovland's Tripartite Attitude Theory into the underexplored context of language assessment, particularly within an intensive English program in an Indonesian Islamic university setting¹¹. It seeks to contribute nuanced, qualitative data to the broader discourse on learner psychology in assessment.

2. Practical Significance

a. For Lecturers

The findings can provide valuable feedback to reflect on and potentially improve the design, implementation, and communication surrounding the summative assessment. Understanding student anxieties or perceptions of misalignment can lead to more supportive, transparent, and effective evaluation practices that truly support learning.

b. For Students

By voicing the lived experiences of peers, this study may help future Intensive Course participants develop greater self-awareness and reflective learning strategies. It can normalize various emotional responses and encourage more proactive and less stressful approaches to high-stakes assessments.

c. For Researcher

This study serves as a crucial academic exercise to develop competence in qualitative research design, data analysis, and scholarly writing. It also

¹¹ Milton J. Rosenberg and Carl I. Hovland, "Cognitive, Affective, and Behavioral Components of Attitudes," in *Attitude Organization and Change: An Analysis of Consistency Among Attitude Components*.

deepens the researcher's understanding of the complexities of educational assessment and student experience within her own institutional context.

F. Definition of Key Terms

Theoretically, attitude is defined as a psychological tendency expressed by evaluating a particular entity with some degree of favor or disfavor¹². Rosenberg and Hovland's tripartite model further operationalizes attitude into three components: cognitive (beliefs), affective (emotions), and conative (behavioral tendencies)¹³.

In this research, "Students' Attitudes" refers to the psychological tendency of fifth-semester TBI students at IAIN Curup who have completed the Intensive Course, as conceptualized through this three-component model.

1. Students' Attitudes

Refers to the psychological tendency of fifth-semester TBI students at IAIN Curup who have completed the Intensive Course, as conceptualized through Rosenberg and Hovland's tripartite model of attitude. This attitude is reflected in how students perceive, feel, and respond to the summative assessment administered at the end of the Intensive Course. The three components are defined as follows:

a. Cognitive Component

The students' beliefs, thoughts, and perceptions about the summative assessment (e.g., its purpose, fairness, difficulty)

b. Affective Component

The students' feelings and emotional responses toward the summative assessment (e.g., anxiety, motivation, relief).

c. Behavioural Component

¹² Eagly, A. H., & Chaiken, S. (1993). *The psychology of attitudes*. Harcourt Brace Jovanovich College Publishers.

¹³ Rosenberg, M. J., & Hovland, C. I. (1960). *Attitude organization and change: An analysis of consistency among attitude components* (pp. 1–14). Yale University Press.

The students' behavioral inclinations or intentions related to the summative assessment (e.g., study habits, preparation strategies, effort).

2. Summative Assessment

In this research, "Summative Assessment" refers specifically to the final, graded evaluation administered at the conclusion of the Intensive English Course (IC) at TBI IAIN Curup. It is designed to measure and certify the students' overall achievement and language proficiency in the targeted skills (speaking, writing, reading, listening, vocabulary) after the intensive learning period¹⁴. This study deliberately focuses on summative rather than formative assessment because, within the IC program, it is the summative assessment that carries the most decisive consequences for students, as it marks the conclusive evaluation of their achievement at the end of the program, whereas formative assessment functions only as ongoing, low-stakes feedback throughout the learning process. Given its high-stakes and conclusive nature, the summative assessment is expected to elicit stronger and more consequential cognitive, affective, and conative responses from students, making it the more relevant focus for this study.

3. Intensive Course (IC)

Theoretically, an intensive language course is characterized by a condensed timeframe and a high volume of instruction aimed at accelerating proficiency gains through immersive and focused exposure¹⁵. Serrano et al. In this research, "Intensive Course (IC)" denotes the mandatory, structured English language proficiency program conducted by the English Tadris Study Program (TBI) at IAIN Curup. It is typically taken in the second semester (with a

¹⁴ Brown, H. D., & Abeywickrama, P. (2019). *Language assessment: Principles and classroom practices* (7th ed.). Pearson Education.

¹⁵ Serrano, R., Llanes, A., & Tragant, E. (2016). Examining the impact of amount of exposure on L2 development in intensive language learning contexts. *The Modern Language Journal*, 100(1), 249–265.

continuation phase in the fourth semester for certain cohorts) and is characterized by concentrated instruction aimed at accelerating competency in the five core language areas¹⁶.

4. Assessment in the Intensive Course

Theoretically, assessment within intensive programs serves both a measurement function (evaluating proficiency gains) and a pedagogical function, potentially influencing learning intensity and focus. The design should align with the program's accelerated goals¹⁷.

In this research, "Assessment in the Intensive Course" encompasses the integrated system of evaluation within the IC program at TBI IAIN Curup. While this study focuses specifically on the summative component, the term here contextually includes its role within the broader assessment ecology of the program how it is designed, implemented, and perceived in relation to the intensive learning objectives.

G. Organization of the Thesis

This chapter gives the organization from chapter one through chapter five. Chapter I is the introduction, which outlines the background of the research, the research question, the research objectives, the limitations of the research, the significances of the research, and the definition of key terms. Chapter II presents a review of related literature. It discusses relevant theories, particularly the theory of attitude and concepts in language assessment, reviews previous findings from related studies, and establishes the conceptual framework that guides this research. Chapter III describes the research methodology. It details the qualitative case study design, the

¹⁶ Leeming, P. (2021). Accelerated language learning in intensive programs: Design principles and learner outcomes. *Language Teaching Research*, 25(4), 512–530.

¹⁷ Norris, J. M. (2016). Current uses for task-based language assessment. *Annual Review of Applied Linguistics*, 36, 230–244.

research site and participants, the techniques and instruments for data collection (semi-structured interviews, document analysis), and the procedure for data analysis (thematic analysis).

Chapter IV reports the findings and provides an in-depth discussion. It presents the themes that emerge from the data, organized according to the cognitive, affective, and conative components of attitude, and discusses these findings in relation to the existing literature. Chapter V concludes the thesis. It summarizes the key findings, states their theoretical and practical implications, acknowledges the study's limitations, and offers suggestions for future research.

CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical foundation and review of previous studies relevant to this research. It discusses the key concepts, including the theory of attitude, assessment in language learning, students' perceptions, and related prior research, culminating in a conceptual framework that guides the study.

A. Review of Related Theories

1. Attitudes'

a. Definition of Attitude

Attitude is a fundamental psychological construct that predisposes an individual to respond favorably or unfavorably to an object, person, event, or idea¹⁸. In educational contexts, students' attitudes toward various aspects of learning such as teaching methods, subjects, or assessments significantly influence their motivation, engagement, and ultimate achievement. For this study, the conceptualization of attitude is primarily grounded in the seminal Tripartite (Three Component) Model proposed¹⁹. This model provides a comprehensive lens to deconstruct the complexity of attitudes into interrelated dimensions, making it highly suitable for an in-depth exploration of student experiences.

2. The Tripartite Model of Attitudes'

The Tripartite Model of Attitudes, commonly referred to as the ABC Model of Attitudes, occupies a foundational position in social psychology as a framework that conceptualizes attitude as a multidimensional construct rather than a singular,

¹⁸ Alice H. Eagly and Shelly Chaiken, *The Psychology of Attitudes* (Fort Worth: Harcourt Brace Jovanovich, 1993), 1.

¹⁹ Milton J. Rosenberg and Carl I. Hovland, "Cognitive, Affective, and Behavioral Components of Attitudes," in *Attitude Organization and Change: An Analysis of Consistency Among Attitude Components*.

unitary entity²⁰. This model was systematically articulated by Milton J. Rosenberg and Carl I. Hovland in their seminal work *"Attitude Organization and Change: An Analysis of Consistency Among Attitude Components"* published in 1960²¹. Their theoretical contribution emerged from the broader intellectual environment of the Yale Communication Research Program, a post-World War II research initiative that extensively investigated the conditions under which persuasive communication leads to attitude formation and modification²².

Rosenberg and Hovland proposed that an attitude should not be understood as a simple evaluative response but rather as a complex syndrome comprising three distinct yet fundamentally interrelated components: cognitive, affective, and conative (behavioral). These components represent different classes of responses that, when integrated, constitute an individual's overall attitude toward any given object, person, or issue. The formalization of this tripartite structure in the early 1960s represented a significant advancement in attitude research, as it provided operational definitions that enabled researchers to separately measure these distinct response classes, thereby moving the field toward greater empirical rigor²³.

a. Historical Development and Theoretical Foundation

Prior to the work of Rosenberg and Hovland, many psychological frameworks tended to treat attitudes merely as learned predispositions to respond favorably or unfavorably. What distinguished their contribution was the explicit articulation of how attitudes manifest through three qualitatively different types of responses. Their framework was developed within the context of the Yale Communication Research Program, where Hovland and his colleagues sought to understand the

²⁰ Eagly and Chaiken, *The psychology of attitudes*, p. 10.

²¹ Rosenberg and Hovland, in *Attitude organization and change*, p. 3.

²² Hovland, C. I., Janis, I. L., and Kelley, H. H. (1953). *Communication and persuasion: Psychological studies of opinion change* (pp. 5-8). Yale University Press.

²³ McGuire, W. J. (1969). The nature of attitudes and attitude change. In G. Lindzey & E. Aronson (Eds.), *The handbook of social psychology* (2nd ed., Vol. 3, pp. 136-314). Addison-Wesley.

conditions under which people change their attitudes through exposure to persuasive messages²⁴.

The core premise of the model rests on the assumption that these three components tend toward internal consistency. A favorable attitude is generally expected to manifest as positive feelings, positive beliefs, and a positive inclination to act in relation to the attitude object. However, the model also acknowledges that perfect alignment among these components is not always achieved, a recognition that opened important avenues for subsequent research on attitude strength, persistence, and the conditions under which attitudes predict behavior.

b. The Three Components of Attitude

1. The Cognitive Component

The cognitive component refers to the beliefs, thoughts, knowledge, and perceptions that an individual holds about the attitude object. It encompasses both the factual information and the evaluative beliefs that a person associates with the object, essentially answering the question of what one thinks about the object in question.

According to Rosenberg and Hovland, the cognitive component manifests itself through perceptual responses and verbal statements of belief²⁵. These beliefs may be grounded in objective knowledge, derived from prior personal experience, or acquired through information obtained from external sources. In educational contexts, a student might hold the belief that summative assessments accurately measure language proficiency, or conversely, that the final examination in the Intensive Course fails to capture what has actually been

²⁴ Allport, G. W. (1935). Attitudes. In C. Murchison (Ed.), *A handbook of social psychology* (pp. 798-844). Clark University Press.

²⁵ Rosenberg and Hovland, in *Attitude organization and change*, p. 6.

learned²⁶. Such beliefs, regardless of their accuracy, constitute the cognitive foundation upon which the broader attitude is constructed.

For the purposes of this research, the cognitive component encompasses students' beliefs regarding the purpose of the summative assessment, including whether they perceive it as genuinely measuring their abilities. It also includes their judgments about the fairness of the assessment process, their perceptions of its relevance to the course content, and their assessments of its difficulty and workload demands. These cognitive elements shape how students interpret the meaning and significance of the assessment within their broader academic experience²⁷.

2. Affective Component

The affective component involves the feelings, emotions, and evaluative reactions associated with the attitude object²⁸. This component captures the emotional quality of the attitude, revealing whether the individual experiences positive or negative emotional responses when contemplating or engaging with the object. It addresses the question of how one feels about the object.

Rosenberg and Hovland described the affective component as being manifested through sympathetic nervous system responses and verbal statements of feeling. These emotional responses can range along a continuum from positive experiences such as enjoyment, excitement, and confidence to negative experiences including anxiety, fear, frustration, and boredom. Importantly, affective reactions are often immediate and visceral, sometimes

²⁶ Brown, H. D., and Abeywickrama, P. (2019). *Language assessment: Principles and classroom practices* (3rd ed., p. 89). Pearson.

²⁷ McMillan, J. H. (2018). *Classroom assessment: Principles and practice that enhance student learning and motivation* (7th ed., pp. 112-115). Pearson.

²⁸ Rosenberg & Hovland, in *Attitude organization and change*, p. 7.

operating below the threshold of conscious awareness while still exerting significant influence on behavior²⁹.

Within educational settings, the affective component assumes particular significance because emotions such as test anxiety can profoundly influence both the assessment experience itself and subsequent performance outcomes³⁰. For students participating in the Intensive Course, the affective component may manifest as anxiety or stress experienced before and during the summative assessment, feelings of challenge or engagement when working through assessment tasks, relief or satisfaction upon completion, or persistent fear of failure and concerns about meeting performance expectations. Research by Fitriani has specifically identified time pressure and task complexity as primary triggers of anxiety in intensive language program assessments, underscoring the critical importance of examining the affective dimension in such contexts.

3. The Conative (Behavioural) Component

The conative component alternatively referred to as the behavioral component, represents the tendency or intention to behave in a particular way toward the attitude object. It encompasses past behaviors, current actions, and future behavioral intentions, addressing the question of how one acts or intends to act regarding the object. According to Rosenberg and Hovland, the conative component manifests through overt actions and verbal statements concerning behavior. While early formulations of the model sometimes conflated actual behavior with behavioral intentions, contemporary interpretations tend to

²⁹ Zanna, M. P., & Rempel, J. K. (1988). Attitudes: A new look at an old concept. In D. Bar-Tal & A. W. Kruglanski (Eds.), *The social psychology of knowledge* (pp. 315-334). Cambridge University Press.

³⁰ Zeidner, M. (1998). *Test anxiety: The state of the art* (pp. 45-48). Plenum Press.

distinguish between these elements, focusing particularly on the disposition to act as a key aspect of attitude structure.

In the context of this research, the conative component encompasses students' study patterns and preparation strategies, including whether they engage in systematic review, last-minute cramming, collaborative group study, or seeking additional tutoring support. It also includes the level of effort invested in preparing for the assessment, avoidance behaviors such as procrastination or disengagement, coping mechanisms employed when facing assessment pressure, and future behavioral intentions regarding similar assessment situations. These behavioral tendencies represent the observable manifestations of underlying cognitive and affective orientations³¹.

c. Irrelationships Among the Three Components

A crucial insight from Rosenberg and Hovland's model is that these three components do not operate in isolation but are dynamically interrelated. They interact to form an overarching attitude structure, and the degree of consistency or inconsistency among them carries significant implications for attitude strength, stability, and the likelihood that attitudes will predict actual behavior.

Rosenberg conducted a notable experiment demonstrating the human drive for affective-cognitive consistency. Using hypnosis to alter individuals' affective responses toward an object, he observed that participants subsequently changed their cognitive beliefs to align with their newly induced feelings³². Those who were made to feel negatively toward a previously favored program spontaneously generated negative beliefs about it, revealing that people actively strive to maintain harmony between their feelings and their thoughts.

³¹ Brown, G. T. L. (2008). *Conceptions of assessment: Understanding what assessment means to teachers and students* (pp. 56-58). Nova Science Publishers.

³² Rosenberg, M. J. (1960). A structural theory of attitude dynamics. *Public Opinion Quarterly*, 24(2), 319-340

d. Application to Educational Assessment

The Tripartite Model has been widely applied in educational research to understand learners' responses to various aspects of the learning experience, including assessment practices. In the context of language assessment, the model provides a structured framework for examining how students' beliefs about assessment, their emotional responses to assessment situations, and their study behaviors collectively shape their assessment experiences and outcomes.

Research by Green demonstrated that among graduate students, the strongest association was found between the affective and cognitive components of attitudes toward statistics, while the greatest temporal stability was observed in the behavioral component. Such findings underscore the importance of examining all three dimensions to understand both the structure and dynamics of learner attitudes over time.

For the Intensive Course at TBI IAIN Curup, applying the tripartite model enables a nuanced exploration of how students perceive the summative assessment, how they feel about the assessment process, and how they prepare for and respond to the assessment. This multidimensional approach promises to generate insights that would remain inaccessible through any single-component framework.

For this research, Rosenberg and Hovland's Tripartite Model serves as the primary theoretical lens through which students' attitudes toward the summative assessment in the Intensive Course will be explored. The model's three-component structure provides a systematic framework for investigating students' beliefs and perceptions about the assessment, understanding their emotional responses to the assessment experience, and examining their preparation behaviors and behavioral intentions.

By employing this framework, the study aims to generate a holistic and nuanced understanding of how students at TBI IAIN Curup experience and respond to the summative assessment in the Intensive Course, thereby addressing the research gap identified in the preceding chapter. The model's recognition of both consistency and potential tension among components ensures that the complexity of student attitudes will be adequately captured rather than reduced to simplistic categorization.

3. Assessment in Language Learning

a. Definition and Functions of Assessment

Language assessment is a systematic process of gathering information about learners' knowledge, skills, abilities, and comprehension to make informed judgments about their learning³³. According to Brown and Abeywickrama, assessment in language learning refers to the systematic and ongoing process of collecting, analyzing, and interpreting information about learners' language knowledge, skills, abilities, and progress, enabling educators to make informed decisions about teaching effectiveness, student achievement, and future instructional needs³⁴. Jumatul Hidayah adds that appropriately applied assessment helps teachers observe and determine students' strengths and weaknesses, provide feedback on students' progress at different stages of a course, encourage students to achieve their learning goals, and evaluate the effectiveness of the teaching and learning process itself³⁵. Unlike a one-time test, assessment is a broader concept that encompasses various methods and tools used throughout the learning process.

³³ Bachman, L. F., & Palmer, A. S. (2010). *Language assessment in practice: Developing language assessments and justifying their use in the real world* (p. 23). Oxford University Press.

³⁴ Brown & Abeywickrama, *Language assessment*, p. 4.

³⁵ Jumatul Hidayah, "Speaking and Writing Assessment Applied by English Lecturers of State College for Islamic Studies (STAIN) at Curup-Bengkulu," *English Franca: Academic Journal of English Language and Education* 1, no. 1 (2017): 1–2.

In the context of language education, assessment serves three primary functions that are essential to understand before examining students' attitudes toward them³⁶.

The first function, assessment of learning, refers to the summative function that measures the extent to which students have achieved intended learning outcomes at a particular point in time, typically at the end of a course or unit, and is primarily used for grading, certification, and accountability purposes. In the Intensive Course at TBI IAIN Curup, the final examination that determines whether students pass the program exemplifies this function.

The second function, assessment for learning, refers to the formative function that is integrated into daily instruction to provide ongoing feedback to both teachers and students, aiming to identify students' strengths and weaknesses, diagnose learning difficulties, and guide instructional adjustments. Unlike summative assessment, assessment for learning is low-stakes and focuses on improvement rather than final judgment, manifesting in the Intensive Course through weekly quizzes, tutor feedback on drafts, or classroom observations.

The third function, assessment as learning, represents a more recent conceptualization where students actively monitor and reflect on their own learning progress, positioning students as agents of their own learning and encouraging metacognitive awareness and self-regulation through goal setting, progress tracking, and identification of areas needing further attention³⁷. This function is particularly relevant in intensive programs where students must take greater responsibility for their accelerated learning³⁸. Understanding these three functions is crucial because students' attitudes toward assessment are often shaped by which

³⁶ Black, P., & William, D. (2009). *Assessment for learning: Putting it into practice* (pp. 12-15). Open University Press.

³⁷ Earl, L. M. (2013). *Assessment as learning: Using classroom assessment to maximize student learning* (2nd ed., pp. 25-28). Corwin Press.

³⁸ Serrano, R., Llanes, À., & Tragant, E. (2016). In C. Muñoz (Ed.), *Intensive exposure experiences in second language learning* (pp. 89-107). Multilingual Matters.

function they believe the assessment serves; for instance, a student who perceives the summative assessment primarily as a judgment tool may experience greater anxiety than one who views it as feedback for improvement³⁹.

b. Formative vs. Summative Assessment

While the previous section discussed the functions of assessment in general, this section focuses specifically on distinguishing between the two most commonly discussed types of assessment: formative and summative, a distinction that is fundamental to this research because the Intensive Course employs both types, yet students' attitudes may differ significantly toward each. Formative assessment is integrated into the learning process and occurs continuously throughout a course, characterized by its ongoing and frequent timing during instruction, its primary purpose of providing feedback for improvement and guiding teaching, its low or no stakes that rarely contribute significantly to final grades, its focus on the learning process and progress over time, and its manifestation through classroom questioning, peer feedback, draft reviews, practice quizzes, self-assessment checklists, and tutor observations.

The primary strength of formative assessment lies in its ability to identify learning gaps while there is still time to address them, Black and Wiliam, in their seminal work "Inside the Black Box," demonstrated that effective formative assessment can significantly improve student achievement, particularly for lower-performing students⁴⁰. In the Intensive Course context, formative assessment occurs when tutors provide feedback on speaking practice, review writing drafts, or conduct listening comprehension checks during regular sessions. Summative

³⁹ Brown, G. T. L. (2017). Assessment and student learning. In J. H. McMillan (Ed.), *Sage handbook of research on classroom assessment* (pp. 345-360). SAGE Publications.

⁴⁰ Black, P., & Wiliam, D. (1998). Inside the Black Box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139-148.

assessment, in contrast, occurs at the end of an instructional unit, course, or program, characterized by its end-point timing after instruction is complete, its primary purpose of evaluating achievement and certifying competency, its high stakes that typically determine final grades and progression, its focus on learning outcomes and final products, and its manifestation through final examinations, end-of-term projects, certification tests, or comprehensive portfolios.

The primary strength of summative assessment is its ability to provide a standardized measure of what students have learned and can do at a specific point in time; however, it also carries limitations, including the potential to induce test anxiety and its limited capacity to capture the full complexity of language ability. In the Intensive Course at TBI IAIN Curup, the summative assessment consists of final tests covering all five skill areas speaking, writing, reading, listening, and vocabulary the results of which determine students' successful completion of the program.

The key differences between these two assessment types can be summarized across several dimensions: formative assessment occurs during instruction while summative assessment occurs at the end of instruction; formative assessment aims to improve learning whereas summative assessment measures achievement; formative assessment carries low stakes while summative assessment carries high stakes; formative assessment provides immediate and detailed feedback compared to summative assessment's delayed, grade-focused feedback; the student's role in formative assessment is that of an active participant while in summative assessment the student becomes a test-taker; and anxiety levels are generally lower in formative assessment and potentially higher in summative assessment. It is important to note that formative and summative assessments are not mutually

exclusive, as effective programs often integrate both types, using formative assessment to prepare students for summative evaluation. In the Intensive Course, formative assessments throughout the semester should ideally help students build the skills and confidence needed to perform well on the final summative assessment; however, when students perceive a disconnect between these two assessment types, negative attitudes may emerge.

c. Summative Assessment in Intensive Language Courses

Within intensive language programs, summative assessments carry particular weight. These courses are characterized by condensed timelines and high learning expectations, making the final evaluation a critical and often high-stakes measure of student success⁴¹. Summative assessment assumes particular significance within intensive language courses due to the unique characteristics of such programs, as an intensive language course is defined by its condensed timeframe and concentrated instructional hours, typically compressing what might normally be taught over several months into a much shorter period.

The Intensive Course at TBI IAIN Curup, conducted in the second semester with a continuation in the fourth semester, exemplifies this accelerated learning model. In intensive programs, the summative assessment often carries greater weight than in traditional courses for several reasons⁴². First, the condensed timeline means there are fewer opportunities for extended formative feedback, making the final assessment a more significant proportion of the overall evaluation⁴³. Second, because intensive courses are designed to produce rapid proficiency gains, the summative assessment serves as the primary evidence that

⁴¹ Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed., p. 207). Cambridge University Press.

⁴² Leeming, in *The Cambridge guide to pedagogy and practice*, p. 146.

⁴³ McMillan, *Classroom assessment*, p. 215.

these gains have been achieved⁴⁴. Third, for programs like the IC that serve as foundational preparation for further academic study, successful completion of the summative assessment is often a prerequisite for progression.⁴⁵

Research has identified several challenges that are particularly acute when implementing summative assessment in intensive language programs. Content validity concerns represent a significant challenge, as content validity refers to the extent to which an assessment adequately and representatively samples the content it is intended to measure, and in intensive programs where a large volume of material is covered in a short time, designing a summative assessment that fairly represents the entire curriculum is inherently difficult. If students perceive that the final test covers only certain topics or skill areas while neglecting others, their cognitive beliefs about the assessment's fairness may become negative.

Learner stress and anxiety are frequently elevated in intensive program summative assessments, and Huang and Gu identified time constraints and task complexity as primary triggers of anxiety in high-stakes language testing⁴⁶. In the Intensive Course, students must prepare for assessments in five separate skill areas simultaneously, often while managing other academic responsibilities, and this pressure can trigger debilitating test anxiety, particularly among students who are already struggling with language proficiency⁴⁷. Task authenticity poses another challenge, as authenticity refers to the degree to which assessment tasks resemble real-world language use, and in intensive programs there is sometimes pressure to prioritize efficient, easily scorable assessment formats such as multiple-choice questions over more authentic but time-consuming formats like extended speaking

⁴⁴ Norris, J. M. (2016). Task-based language assessment. In D. Tsagari & J. Banerjee (Eds.), *Handbook of second language assessment* (pp. 237-252)

⁴⁵ Brown & Abeywickrama, *Language assessment*, p. 118.

⁴⁶ Zeidner, *Test anxiety*, p. 52

⁴⁷ Brown & Abeywickrama, *Language assessment*, p. 120.

or writing tasks. However, when assessment tasks lack authenticity, students may perceive them as irrelevant to their actual language needs, negatively affecting both cognitive beliefs and affective responses. Alignment between instruction and assessment is critical in any educational context but becomes especially important in intensive programs, because given the rapid pace of instruction, students have limited time to independently fill gaps between what is taught and what is tested, and when misalignment occurs, students may develop negative attitudes rooted in the cognitive belief that the assessment is unfair or that their efforts during the course were wasted. Understanding these challenges is essential for interpreting students' attitudes toward the summative assessment in the Intensive Course⁴⁸.

When a student expresses frustration about the final test not reflecting what was practiced in sessions, as noted in the preliminary exploration described in Chapter I, this may reflect a perceived lack of content validity or instructional alignment. When another student describes the assessment as "mentally exhausting," this represents an affective response to the high-stakes, high-pressure nature of summative evaluation in an intensive context. The conceptual framework of this study, grounded in Rosenberg and Hovland's tripartite model, provides the tools to systematically analyze these diverse responses

4. Students Attitudes'

1. Factors Influencing Attitudes'

Students' attitudes' of an assessment are shaped by various factors, including but not limited to perceived fairness in procedures and grading relevance to course content and future needs clarity of instructions and criteria perceived workload and

⁴⁸ Nitko & Brookhart, *Educational assessment of students*, p. 160.

difficulty and the consequentiality of the results⁴⁹. Students' attitudes toward assessment are shaped by a complex interplay of factors related to the assessment itself, the learning context, and the student's individual characteristics. Drawing on the work of Brown, Struyven, Dochy, and Janssens, and Yan, several factors are particularly influential. The first and most powerful factor is perceived fairness, which encompasses procedural fairness (consistent application of procedures across students), distributive fairness (whether grades reflect effort and ability), and interactional fairness (how assessors communicate with students). When students believe an assessment is fair, they view it positively regardless of actual performance, while perceptions of unfairness generate negative attitudes even among high-achieving students.

The second factor is perceived relevance, which includes curricular relevance (alignment between assessment content and what was taught) and future relevance (whether the assessment measures skills needed for subsequent courses or careers). An assessment perceived as having high future relevance tends to generate more positive attitudes and greater effort investment, as illustrated in the preliminary exploration where a student felt that test tasks did not reflect what had been practiced during sessions. The third factor is clarity of instructions and criteria, as ambiguity is a significant source of negative attitudes. When students do not clearly understand what is expected, how they will be evaluated, or how much the assessment contributes to their final grade, they experience uncertainty that manifests as anxiety and surface-level preparation strategies.

Yazdani and Mohammadifound that clarity of assessment instructions significantly predicts student engagement. The fourth factor is perceived workload

⁴⁹ Gavin T. L. Brown, "Teachers' Conceptions of Assessment: Implications for Policy and Professional Development," *Assessment in Education: Principles, Policy & Practice* 11, no. 3 (2004): 307.

and difficulty, where a moderate level of challenge can be motivating, but excessive workload or difficulty beyond students' perceived capabilities generates negative attitudes. In intensive programs like the IC, where five separate skill areas are assessed simultaneously, perceived workload is often high, explaining why a student in the preliminary exploration described the situation as "mentally exhausting." The fifth factor is consequentiality or stakes, as high-stakes assessments that determine progression or certification generate different attitudes than low-stakes assessments. While positive consequences of high stakes can include increased motivation, negative consequences may include debilitating anxiety and avoidance behaviors. The Intensive Course summative assessment is high-stakes because successful completion is required for program continuation.

The sixth factor is prior assessment experiences, as students who have previously performed poorly on high-stakes language tests may enter the assessment with pre-existing anxiety and negative expectations, while those with successful assessment histories may approach it with greater confidence. This factor highlights the importance of examining individual differences in attitudes, which qualitative research is well-suited to capture.

2. Impact of Attitudes on Learning and Assessment Outcome

The attitudes students hold toward assessment significantly influence how they learn, how they prepare for assessments, and how well they perform, demonstrating why exploring students' attitudes matters not just for student well-being but for educational effectiveness. Research by Scouller (1998) and Struyven et al. (2005) has established a clear connection between students' attitudes toward assessment and their choice of learning approaches. The deep learning approach is characterized by an intention to understand and make meaning of the material,

integration of new ideas with existing knowledge, and sustained engagement with intrinsic interest. Students who hold positive attitudes toward assessment believing it is fair, relevant, and aligned with meaningful learning are more likely to adopt a deep learning approach.

In contrast, the surface learning approach is characterized by rote memorization, uncritical acceptance of information, and minimal engagement driven by fear of failure. Students who hold negative attitudes toward assessment believing it is unfair, irrelevant, or purely a hurdle to overcome are more likely to adopt a surface learning approach, focusing on memorizing what they believe will appear on the test rather than developing genuine understanding. The preliminary exploration provides evidence of both approaches, as one student described preparation focused on "passing than on truly engaging with the course content," explicitly indicating a surface learning approach. Regarding motivation, attitudes and motivation share a reciprocal relationship where positive attitudes enhance intrinsic motivation (desire to learn for its own sake) and productive extrinsic motivation, while negative attitudes can diminish motivation or lead to amotivation characterized by helplessness and withdrawal of effort. Concerning test performance, attitudes influence outcomes through several pathways., promote surface level learning strategies like memorization solely for the test, and reduce overall motivation.

B. Review of Previous Studies

This study positions itself within the existing academic discourse by reviewing key prior research. Each selected study contributes a distinct perspective that validates and contextualizes the current inquiry.

A quantitative study by Yazdani and Mohammadi, titled "*Student engagement with course assessments: The role of clarity and perceived alignment*," investigated the primary drivers of student engagement with assessment tasks⁵⁰. Their findings confirm that the clarity of assessment instructions and students' attitudes' of alignment between the assessment and learning objectives are significant predictors of their level of engagement and invested effort. This research strongly supports the necessity of exploring the cognitive component in the present study, specifically how students' beliefs about the relevance and clarity of the Intensive Course summative assessment shape their overall response.

A quantitative study by Yazdani and Mohammadi, titled "*Student engagement with course assessments: The role of clarity and perceived alignment*," investigated the primary drivers of student engagement with assessment tasks. Their findings confirm that the clarity of assessment instructions and students' perceptions of alignment between the assessment and learning objectives are significant predictors of their level of engagement and invested effort. This research strongly supports the necessity of exploring the cognitive component in the present study, specifically how students' beliefs about the relevance and clarity of the Intensive Course summative assessment shape their overall response⁵¹.

From a more philosophical standpoint, Chan et al., in their article "*Incorporating students' voices in assessment practices: A pathway to democratic pedagogy*," advocate for a paradigm shift in assessment practices. They argue that by actively integrating student voices and perspectives into the design and review of assessments, educators can create a more democratic, equitable, and meaningful learning ecosystem. Their qualitative

⁵⁰ Mohammad Yazdani and Fatemeh Mohammadi, "Student Engagement with Course Assessments: The Role of Clarity and Perceived Alignment," *Assessment in Education: Principles, Policy & Practice* 28, no. 3 (2021): 325.

⁵¹ Yazdani, M., & Mohammadi, M. (2021). Student engagement with course assessments: The role of clarity and perceived alignment. *Assessment & Evaluation in Higher Education*, 46(5), 753-767.

research highlights increases in students' intrinsic motivation and sense of ownership when their voices are heard. This study provides strong methodological justification for the qualitative case study approach employed here, which essentially aims to listen to and deeply understand student 'voice' regarding the summative assessment⁵².

Providing a critical link between perception and action, a study by Scouller, entitled "*The influence of assessment method on students' learning approaches: Surface versus deep*," is foundational. Her research demonstrated a clear causal relationship: students' perceptions of an assessment's demands (e.g., whether they believed it tested rote memorization or deep understanding) directly influenced their choice of learning approach surface or deep. This finding robustly connects the domain of *cognition* (perceptions of purpose) to *conation* (study behaviors), a connection that is central to this study's analytical framework.⁵³

More specifically, within the context of intensive language education, a study by Huang and Gu, "*Anxiety and coping strategies in high-stakes language testing: A qualitative inquiry*," explicitly addresses the psychological dynamics in settings similar to this research. Their phenomenological exploration identified factors like time constraints and task complexity as primary triggers of anxiety. By focusing on learners' subjective experiences, Huang and Gu's work validates the importance of investigating the *affective component* (anxiety, stress) as well as the coping strategies (conative behaviors) students employ. This study serves as a strong contextual precedent, reinforcing the significance of examining the Intensive English program at IAIN Curup⁵⁴.

⁵² Chan, C., Liang, J., & Yang, X. (2020). Incorporating students' voices in assessment practices: A pathway to democratic pedagogy. *Teaching in Higher Education*, 25(7), 889-905.

⁵³ Scouller, K. (1998). The influence of assessment method on students' learning approaches: Surface versus deep. *Higher Education Research & Development*, 17(2), 141-159.

⁵⁴ Huang, J., & Gu, L. (2020). Anxiety and coping strategies in high-stakes language testing: A qualitative inquiry. *Language Testing in Asia*, 10(1), 1-18.

Collectively, these four studies confirm the gap this research aims to address: the absence of a holistic and structured qualitative exploration using the tripartite attitude theory as a lens to examine student attitudes toward summative assessment in an intensive English program within an Indonesian Islamic higher education context like TBI IAIN Curup. This study aims to synthesize insights from previous research while providing deep, contextual data from this specific setting.

C. Conceptual Framework

Synthesizing the theoretical and empirical literature, this study is guided by a structured conceptual framework. The central phenomenon under investigation is students' attitudes toward the summative assessment in the Intensive Course. Rosenberg and Hovland's tripartite model serves as the primary analytical lens to disassemble this phenomenon into its constituent parts: the cognitive (beliefs), affective (emotions), and conative (behavioral tendencies) components⁵⁵. The framework posits that these three components interact dynamically to form an overarching attitude. This structured examination will elucidate not only the distinct elements of student attitudes but also their interrelations, thereby generating a nuanced understanding of the assessment experience.⁵⁶ The insights derived are expected to inform practical improvements in assessment design and delivery within the program.

⁵⁵ Rosenberg and Hovland, "Cognitive, Affective, and Behavioral Components," 5.

⁵⁶ Brown and Abeywickrama, *Language Assessment*, 310.

CHAPTER III

RESEARCH METHODOLOGY

This chapter details the methodological approach employed in this study. It outlines the plan and procedures for conducting the research to answer the question: "How do students' attitudes reflected on summative assessment in the Intensive English Course at TBI IAIN Curup?" The topics covered in this chapter relate to the methodology used for this study. The following topics are covered in the discussion: Kind of the Research, Subject of the Research, Techniques of Collecting Data, Instrument of the Research, Data Analysis Technique, and Trustworthiness.

A. Kind of the Research

This study was fundamentally rooted in the qualitative research tradition. Qualitative inquiry is distinguished by its focus on exploring and understanding the meanings individuals or groups ascribe to a social or human problem⁵⁷. Unlike quantitative research, which seeks to measure variables and test hypotheses through numerical data, qualitative research prioritizes depth, context, and the complexity of human experience. This paradigm is particularly suited for investigating the central construct of this study student attitudes. Attitudes are not monolithic or easily quantifiable; they are intricate tapestries woven from thoughts, emotions, and behavioral inclinations⁵⁸. A qualitative approach allows the researcher to delve into these subjective layers, to listen to the participants' own narratives, and to understand how their attitudes

⁵⁷ John W. Creswell and Cheryl N. Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 4th ed. (Thousand Oaks: SAGE Publications, 2018), 4.

⁵⁸ Rosenberg, M. J., & Hovland, C. I. (1960). Cognitive, affective, and behavioral components of attitudes. In M. J. Rosenberg, C. I. Hovland, W. J. McGuire, R. P. Abelson, & J. W. Brehm (Eds.), *Attitude organization and change: An analysis of consistency among attitude components* (p. 3). Yale University Press.

are formed and expressed within the specific context of the Intensive Course⁵⁹. It facilitates an exploration of the "why" and "how" behind students' attitudes providing rich, descriptive insights that statistics alone cannot offer⁶⁰.

To structure this exploration, a descriptive qualitative design was deliberately chosen. Descriptive qualitative research is an empirical inquiry that investigates and describes a phenomenon within its real-life context, aiming to present a detailed account of participants' experiences and perspectives⁶¹. In this research, the phenomenon investigated is "student attitudes toward the summative assessment" as it manifests within the context of the Intensive Course at TBI IAIN Curup. This design is descriptive, meaning it aims to systematically describe the characteristics, patterns, and variations of student attitudes without manipulating variables⁶².

The descriptive qualitative approach is ideal because it enables a thorough, in-depth description of the phenomenon. It allows the researcher to capture a comprehensive portrait of the students' experiences through interviews. By focusing on rich description of the phenomenon, the study can achieve the depth of analysis required to answer the research question thoroughly, capturing the subtleties and contradictions that characterize human attitudes. Similar qualitative descriptive designs have also been employed within the TBI IAIN Curup context, such as the study by Hidayah et al., which utilized a qualitative approach involving semi-structured interviews to investigate students' multimodal competence development.

B. Subject of the Research

⁵⁹ Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed., p. 23). Jossey-Bass.

⁶⁰ Milton J. Rosenberg and Carl I. Hovland, "Cognitive, Affective, and Behavioral Components of Attitudes," in *Attitude Organization and Change: An Analysis of Consistency Among Attitude Components*, ed. M. J. Rosenberg et al. (New Haven: Yale University Press, 1960), 3.

⁶¹ John W. Creswell and Cheryl N. Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 4th ed. (Thousand Oaks: SAGE Publications, 2018), 66-68. (untuk deskriptif kualitatif)

⁶² Lambert, V. A., & Lambert, C. E. (2012). Qualitative descriptive research: An acceptable design. *Pacific Rim International Journal of Nursing Research*, 16(4), 255-256.

The success of a descriptive qualitative study hinges on the careful selection of its setting and participants, as they are the source of the meaningful data. The setting for this research is the English Tadris Study Program at IAIN Curup, with a concentrated focus on its Intensive Course program. This setting is not merely a geographic location but a specific academic and social context where the phenomenon of interest occurs. The IC represents a critical, high-stakes phase in the students' academic journey, characterized by concentrated learning and a consequential final assessment. Investigating attitudes within this specific, pressurized environment allows for a focused examination of how summative evaluation is experienced by learners when the perceived stakes are high. The institutional culture, the structure of the IC, and the pedagogical approaches all form the backdrop against which student attitudes are formed, making this setting an information-rich context for the study.

The participants, who are the primary subjects of this research, were selected through purposeful sampling, a technique central to qualitative research for identifying information-rich cases⁶³. The core logic was to select individuals who had experienced the phenomenon deeply and could articulate that experience reflectively. To this end, stringent criteria were established for participant selection.

The criteria for participant selection were as follows:

1. Students must be in their sixth semester at the time of data collection, ensuring they have completed the Intensive Course and have sufficient distance to reflect on their experience.
2. Students must have completed the Intensive Course twice, specifically in the second semester and again in the fourth semester.

⁶³ Michael Q. Patton, *Qualitative Research & Evaluation Methods: Integrating Theory and Practice*, 4th ed. (Thousand Oaks: SAGE Publications, 2015), 264.

3. Students who scored in the highes and lowest quartile of the Summative assessment results

Table 3.1 Interview Participants Based on Score Categories

Participants Code	Result of Summative Assessment	Reason For Selection
DAP	92	Represents high scores
LLS	84	Represents high scores
AAP	85	Represents high scores
NAR	87	Represents high scores
MSN	83	Represents high scores
RAG	53	Represents low scores
MFJ	75	Represents low scores
AFZ	67	Represents low scores
DKA	63	Represents low scores
BFA	54	Represents low scores

This deliberate selection of both high-achieving and low-achieving students serves a crucial analytical purpose. It allows for the exploration of whether and how attitudes toward summative assessment differ between those who performed well and those who struggled. By including both extremes of the performance spectrum, the study can capture a broader range of attitudinal manifestations, from potentially positive orientations among successful students to possibly more challenging or critical perspectives among those who found the assessment difficult. A sample size of ten participants is consistent with common practice in descriptive qualitative research, where the goal is not statistical generalizability but achieving data saturation (Guest et al.).

C. Techniques of Collecting Data

This study employed only one technique of data collection, namely semi-structured interviews. The decision to use a single technique is based on the nature of the research question, which seeks to explore students' subjective attitude their beliefs, emotions, and behavioral tendencies which are best accessed through direct, in-depth conversation with

participants⁶⁴. A technique also proven effective in eliciting rich qualitative data among TBI IAIN Curup students in the study conducted by Hidayah et al⁶⁵.

To build a comprehensive and credible understanding of the case, this study relied on data triangulation across ten participants representing both high-achieving and low-achieving students. Gathering multiple perspectives from participants with contrasting assessment outcomes allowed different facets of the phenomenon to be illuminated and provided a means to cross-check insights derived from one participant with another. Further strategies to strengthen the trustworthiness of the findings, including theoretical triangulation and member checking, are elaborated in the Trustworthiness section of this chapter.

1. Semi Structured Interview

This was the primary data source. Semi-structured interviews provide a flexible yet focused framework, using an interview guide to ensure key topics related to the tripartite attitude model are covered, while allowing the conversation to flow naturally and explore unexpected yet relevant avenues that arise⁶⁶. This method is particularly effective for accessing participants' personal experiences, beliefs, and emotions, which are central to understanding attitude⁶⁷. Each interview was conducted in a private, quiet location on campus to ensure comfort and confidentiality. Prior to the session, informed consent was obtained, and participants were reminded of their rights, including the ability to pause or stop the interview at any time. With permission, all conversations were audio-recorded using a reliable digital recorder to guarantee an accurate and complete record. This allowed the researcher to engage in active listening without the

⁶⁴ Kvale & Brinkmann, *InterViews*, p. 48.

⁶⁵ Jumatul Hidayah and Prihantoro, "ICT-Based Learning in New Normal Era: Viewed from Practice and Impact in ELT Classroom," *ENGLISH FRANCA: Academic Journal of English Language and Education* 6, no. 1 (2022): 37–64

⁶⁶ Steinar Kvale and Svend Brinkmann, *InterViews: Learning the Craft of Qualitative Research Interviewing*, 3rd ed. (Thousand Oaks: SAGE Publications, 2015), 48.

⁶⁷ Seidman, I. (2019). *Interviewing as qualitative research: A guide for researchers in education and the social sciences* (5th ed., p. 14). Teachers College Press

distraction of frantic note-taking. The interviews were designed to be conversational yet purposeful, typically lasting between 45 and 75 minutes. This duration was found to be optimal for building rapport, exploring topics in sufficient depth, and covering all domains of the interview guide without causing participant fatigue or disengagement.

D. Instrument of the Research

The researcher employed specific instruments to collect valid and focused data aligned with the research objectives. The instruments used are as follows:

1. Interview Guidance

The semi-structured interview method was chosen as the primary instrument to explore in-depth information about students' cognitive beliefs, affective responses, and conative behaviors regarding the summative assessment in the Intensive Course. Interviews allow for qualitative data mining of students' subjective attitudes, personal experiences, and the meanings they attach to high-stakes evaluation. As suggested by experts, interviews are highly effective for understanding complex psychological and social phenomena in qualitative descriptive research. The respondents selected for interviews were students who had completed the Intensive Course and could provide rich, reflective insights into their assessment experiences.

The construction of the interview guide was theoretically grounded. The primary framework was Rosenberg and Hovland's Tripartite Theory of Attitude, which outlines the cognitive, affective, and conative components. Supplementary insights were drawn from theories in language assessment (e.g., Bachman & Palmer on test usefulness) and educational psychology (e.g., the role of affect in learning).

Based on these theories, the researcher first identified key indicators for each domain of attitude:

- a. Cognitive Indicators: Beliefs about purpose, fairness, relevance, and difficulty.
- b. Affective Indicators: Emotions such as anxiety, motivation, pressure, or satisfaction.
- c. Conative (Behavioral) Indicators: Study behaviors, preparation strategies, and effort investment.

These indicators were operationalized into a series of open-ended questions and probing prompts. The questions were designed to be neutral, clear, and capable of eliciting detailed narratives. For example, a cognitive question: *“What did you believe was the main goal of the final summative test in the IC?”*; an affective probe: *“How did you feel when you saw the test paper for the first time?”*; a conative inquiry: *“Can you describe the specific steps you took to prepare for this assessment?”*. This structured yet flexible interview guide was used to ensure all relevant theoretical dimensions were explored while allowing participants to express their unique perspectives. By combining purposeful sampling with this theoretically-informed interview guide, the study was designed to yield a comprehensive and nuanced picture of student attitudes toward summative assessment.

Table 3.2 Interview Guidelines on Students’ Attitudes Toward Summative Assessment in the Intensive English Course at TBI IAIN Curup

No.	Aspect	Indicator	Sub-Indicator	Interview Questions
1	Students’ Attitudes	1. Cognitive Attitude	1. Perception of assessment	1. How do you personally understand the purpose

No.	Aspect	Indicator	Sub-Indicator	Interview Questions
	Toward Summative Assessment		purpose	of the summative assessment in the Intensive English Course?
				2. What do you think the lecturer or institution expects to find out from students through this assessment?
			2. Perception of learning achievement	3. To what extent do you believe that the summative assessment reflects your real English ability?
			3. Perception of skill coverage	4. Which English skills do you think were represented most clearly in the assessment, and which skills were less represented?
			4. Perception of relevance	5. How do you judge the relationship between the assessment questions and the materials taught during the Intensive English Course?
			5. Perception of fairness	6. In what ways did you feel that the summative assessment was fair or unfair for students?
			6. Perception of clarity	7. How did the clarity of the instructions, questions, and scoring system influence your view of the assessment?
			7. Perception of difficulty	8. What made certain parts of the summative assessment feel easy, difficult, or challenging for you?
			8. Perception of assessment	9. What value, if any, did the summative

No.	Aspect	Indicator	Sub-Indicator	Interview Questions
			value	assessment give to your English learning?
		2. Affective Attitude	1. Emotional response before assessment	10. What emotions came to your mind when you first knew that the summative assessment would be held?
				11. What did you feel right before the assessment started, and why do you think you felt that way?
			2. Emotional response during assessment	12. How would you describe your emotional condition while working on the assessment?
				13. Which emotion was the strongest during the assessment, and what triggered it?
			3. Emotional pressure	14. What situations or factors created the most emotional pressure for you during the assessment process?
				15. How did the grade, time limit, or difficulty of the tasks affect your feelings toward the assessment?
			4. Emotional response after assessment	16. How did your feelings change after you finished the summative assessment?
			5. Emotional response after results	17. How did your score or result affect the way you felt about yourself as an English learner?
			6. Motivation	18. How did the summative assessment influence your desire to learn English before and after the test?

No.	Aspect	Indicator	Sub-Indicator	Interview Questions
			7. Self-confidence	19. In what ways did the assessment affect your confidence in using English?
		3. Conative / Behavioural Attitude	1. Preparation behaviour	20. How did your thoughts and feelings about the summative assessment influence the way you prepared for it?
			2. Study strategies	21. How did you decide whether to study alone, with friends, or with help from others?
			3. Study effort	22. How much effort did you put into preparing for the assessment, and what motivated that level of effort?
			4. Engagement or avoidance	23. Did you face any moments when you delayed, avoided, or became less motivated to prepare for the assessment? Why?
			5. Adaptation during assessment	24. How did you respond when you faced difficult questions, limited time, or uncertainty during the assessment?
			6. Coping behaviour	25. What did you do to manage your emotions or pressure before and during the assessment?
			7. Behavioural impact after assessment	26. How did your experience with the summative assessment change the way you studied English afterward?

E. Data Analysis Technique

The data gathered from semi-structured interviews were analyzed using the interactive model of qualitative data analysis proposed by Miles, Huberman, and Saldaña.⁶⁸ This model consists of three concurrent, iterative flows of activity: data condensation, data display, and conclusion drawing and verification. This systematic approach is well-suited for descriptive qualitative research as it allows for rigorous, transparent, and manageable analysis of rich qualitative data derived from interview transcripts

1. Data Collection

⁶⁸ Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. (Thousand Oaks: SAGE Publications, 2014), 12.

The data collection stage formed the foundation of the analysis. It involved conducting in-depth, semi-structured interviews with ten TBI students who have completed the Intensive Course twice (in the second and fourth semesters) and represent both high and low summative assessment results. These interviews are the sole source of primary data for this study. All interviews were audio-recorded and transcribed verbatim to produce a complete and accurate written record of each participant's responses. The researcher conducted the interviews with TBI students who had completed the Intensive Course, focusing on understanding their subjective, lived experiences and the personal meanings they attached to the summative assessment. Throughout this stage, raw data in the form of audio recordings, transcripts, and field notes were compiled, marking the first step in the analytical process.

2. Data Reduction (Condensation)

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the raw data into a more manageable and significant form Miles, Huberman, and Saldaña, This ongoing process begins during data collection and continues throughout the study. The voluminous interview transcripts were systematically reviewed and condensed through several key activities. First, the researcher read and re-read all transcripts to achieve familiarization with the data, then segmented and summarized lengthy narratives. Second, statements pertinent to the research question, particularly those expressing beliefs, emotions, and behaviors related to the summative assessment, were identified and highlighted. Third, preliminary descriptive codes were applied to chunks of data, such as "perception of fairness," "test anxiety," or "preparation strategy." Fourth, the data were then organized and categorized according to the

preliminary framework of the tripartite model of attitude (cognitive, affective, conative), while remaining open to emergent codes that fell outside this framework. This stage was not about discarding data but about sharpening and sorting it to prepare for the next stage of display

3. Data Display

Data display involves assembling the condensed data into organized, compressed formats that allow for conclusion drawing Miles, Huberman, & Saldaña. A display is a visual or narrative format that presents information systematically, enabling the researcher to see what is happening and to draw justified conclusions. For this study, the primary display took the form of thematic matrices and narrative summaries. Data related to each key category, such as perceptions of fairness, sources of anxiety, and preparation strategies, were extracted from the condensed notes and displayed in separate matrices. A matrix comparing cognitive responses across all ten participants, disaggregated by high versus low performers, was created. Similarly, matrices for affective and conative responses were constructed. Narrative passages were then written to summarize patterns, contrasts, and relationships observed in the matrices. This side-by-side comparison of data across different participants made it possible to identify recurring patterns, contrasts, and relationships. For instance, a display comparing all participants' statements about test preparation revealed common strategies or unique adaptations between high-achieving and low-achieving students.

4. Conclusion Draw and Verify

The final, iterative stage involved drawing meaning from the displayed data and verifying the validity of those conclusions Miles, Huberman, & Saldaña. As patterns and themes became evident in the displays, the researcher began to

formulate tentative conclusions about the nature of students' attitudes. For example, a conclusion might be: "A primary source of affective anxiety is the perceived misalignment between classroom practice and test content." These initial conclusions were then rigorously tested through verification activities. This included checking for representativeness (whether a pattern was evident across most participants), confirmability (whether a conclusion was supported by evidence from interviews), and clarity. The researcher constantly referred back to the raw data to ensure conclusions were not over-interpreted. Peer debriefing with academic colleagues and member checking, where summaries were shared with participants for feedback, were also employed as verification strategies. This process of drawing, checking, and refining conclusions continued cyclically until a coherent, evidence-based, and verified account of students' attitudes toward the summative assessment was developed, ultimately providing a clear answer to the research question.

F. Trustworthiness

Trustworthiness was established through several strategies to ensure the credibility, transferability, dependability, and confirmability of the findings⁶⁹. To ensure the quality and appropriateness of the data collection instrument, the researcher submitted the interview guidance for expert judgment. This validation process involved requesting the researcher's thesis supervisors to review and evaluate the instrument before it was used in the field. The expert validation examined content validity, construct validity, clarity, 5W1H compliance, and cultural appropriateness. Based on feedback from the expert validators, the researcher refined the instrument,

⁶⁹ Yvonna S. Lincoln and Egon G. Guba, *Naturalistic Inquiry* (Beverly Hills: SAGE Publications, 1985), 290.

revising questions that were unclear and ensuring that all three components of attitude were adequately addressed.

To further enhance credibility, the researcher conducted member checking with participants by sharing summaries of key findings and interpretations to solicit feedback on whether the interpretations accurately reflected their experiences. The researcher also engaged in regular peer debriefing sessions with academic colleagues to discuss emerging findings and analytical decisions, helping to identify potential biases and ensure that interpretations were reasonable. Additionally, theoretical triangulation was applied by using the Tripartite Attitude Model as the primary analytical framework, while incorporating insights from language assessment theories to enrich the interpretation of findings.

Finally, the researcher commits to providing thick description in the presentation of findings in Chapter IV, reporting not only the themes identified but also contextual details and participant voices through direct quotations, allowing readers to assess for themselves the transferability of findings to other contexts. The inclusion of participants from both high-achieving and low-achieving groups also contributed to the richness and diversity of perspectives captured in the study.

CHAPTER IV

FINDINGS AND DISSCUSSION

This chapter presents the findings derived from semi-structured interviews conducted with ten students of the English Tadris Study Program at IAIN Curup who had completed the Intensive Course twice, in the second and fourth semesters. The interviews were designed to describe students' attitudes toward the summative assessment administered at the end of the Intensive Course, examined through the cognitive, affective, and conative components of Rosenberg and Hovland's Tripartite Attitude Model. This chapter is organized into two sections: Section A presents the findings, and Section B discusses these findings in relation to the theoretical framework, previous studies, and the social phenomena observed in the field.

A. Findings

This section presents the findings obtained from semi-structured interviews with ten participants of the Intensive Course at TBI IAIN Curup. To capture a comprehensive picture of students' attitudes, the participants were divided into two achievement groups based on their summative assessment results during the IC: high-achieving students, consisting of DAP, LLS, AAP, NAR, and MSN and low-achieving students, consisting of RAG, MFJ, AFZ, DKA, and BFA. This grouping allows the findings to be read comparatively, revealing whether and how academic achievement corresponds to distinct patterns of cognitive, affective, and conative attitudes.

The interviews were conducted with the ten participants at the English Tadris Study Program of IAIN Curup, based on the participants' availability and willingness to take part in the study. The interviews were conducted face-to-face in a private and quiet location on campus to ensure participants' comfort and confidentiality, with each session lasting

approximately 45 to 75 minutes. All interviews were audio-recorded with the participants' consent and subsequently transcribed verbatim for analysis. Since the interviews were conducted in Indonesian, all information referred to in this chapter was translated into English without changing the intended meaning of the participants' responses.

The interview guide used in this study was developed based on the three components of Rosenberg and Hovland's Tripartite Attitude Model, namely the cognitive, affective, and conative (behavioral) components, each of which was further broken down into several sub-indicators, as explained in Chapter III. The following subsection presents the findings according to these three components.

1. Students' Attitudes on Summative Assessment in the Intensive Course

The researcher employed the semi-structured interview guide to address the research question, “How do students' attitudes manifest toward the summative assessment in the Intensive English Course at TBI IAIN Curup?” The findings are organized into three components of attitude, namely cognitive, affective, and conative. Each component is presented in a summary table showing the interview results according to its respective sub-indicators, followed by a narrative explanation that elaborates on the patterns observed among high-achieving and low-achieving participants.

a. Cognitive Component

The cognitive component concerns students' beliefs about the purpose, achievement, skill coverage, relevance, fairness, clarity, difficulty, and value of the summative assessment. The findings related to this component are presented in Table 4.1.

Table 4.1.

Findings on Students' Cognitive Attitude on Summative Assessment

No	Sub-Indicator	Interview Result	Participant's Answer
1.	Perception of assessment purpose	All ten participants (five high-achieving: DAP, LLS, AAP, NAR, MSN; five low-achieving: RAG, MFJ, AFZ, DKA, BFA) perceived the primary purpose of the summative assessment as measuring their mastery of the material taught during the Intensive Course. Two participants, one from each achievement group (NAR high-achieving; DKA low-achieving), additionally framed it as a dual-purpose instrument that also evaluates the effectiveness of the teaching process.	Mastery check: all 10 Dual purpose (incl. teaching evaluation): NAR (High); DKA (Low)
2.	Perception of learning achievement	Two participants (AAP high-achieving; RAG low-achieving) strongly affirmed that the assessment accurately reflected their ability. Five participants two high-achieving (LLS, MSN) and three low-achieving (AFZ, DKA, BFA) qualified their answers, noting that the assessment reflected their written and receptive ability but not their spontaneous speaking competence. The remaining three participants two high-achieving (DAP, NAR) and one low-achieving (MFJ) considered the assessment's validity limited by external testing conditions such as short time or manageable question difficulty.	Affirmed: AAP (High); RAG (Low) Qualified: LLS, MSN (High); AFZ, DKA, BFA (Low) Limited by conditions: DAP, NAR (High); MFJ (Low)
3.	Perception of skill coverage	Seven participants three high-achieving (DAP, LLS, MSN) and four low-achieving (MFJ, AFZ, DKA, BFA) identified speaking as the skill least represented in the assessment. One low-achieving participant (RAG) instead identified listening as underrepresented, while two high-achieving participants (AAP, NAR) reported no clear skill imbalance.	Speaking underrepresented: DAP, LLS, MSN (High); MFJ, AFZ, DKA, BFA (Low) Listening underrepresented: RAG (Low) Balanced: AAP, NAR (High)
4.	Perception of relevance	All ten participants (five high-achieving: DAP, LLS, AAP, NAR, MSN; five low-achieving: RAG, MFJ, AFZ, DKA, BFA) perceived the assessment questions as relevant to the material taught, with two high-achieving participants (AAP, MSN) explicitly attributing this relevance to prior practice and teaching methods.	Relevant: all 10 Relevance linked to teaching method: AAP, MSN (High)
5.	Perception of fairness	All ten participants perceived the assessment as fair. Five participants three high-	Objective/transparent: DAP, NAR, MSN (High); MFJ

		achieving (DAP, NAR, MSN) and one low-achieving (MFJ) attributed this to its objective, standardized, and transparent nature, while two high-achieving participants (LLS, AAP) emphasized equal treatment across students. Four low-achieving participants (RAG, AFZ, DKA, BFA) qualified their agreement with minor reservations, including fatigue from the Intensive Course, a mismatch between practice and exam questions, and recommendations to incorporate practical speaking assessment.	(Low) Equal treatment: LLS, AAP (High) Fair with reservations: RAG, AFZ, DKA, BFA (Low)
6.	Perception of clarity	Six participants four high-achieving (DAP, AAP, NAR, MSN) and two low-achieving (RAG, MFJ) found the assessment instructions entirely clear. Four participants, one high-achieving (LLS) and three low-achieving (AFZ, DKA, BFA) considered the general instructions clear but noted that the scoring criteria or weighting were not sufficiently explained.	Fully clear: DAP, AAP, NAR, MSN (High); RAG, MFJ (Low) Clarity gap on scoring: LLS (High); AFZ, DKA, BFA (Low)
7.	Perception of difficulty	Difficulty was concentrated in writing and grammar for three high-achieving (DAP, LLS, AAP) and one low-achieving (MFJ) participant. One high-achieving participant (MSN) identified speaking as hardest, while two low-achieving participants (AFZ, DKA) identified reading comprehension and one (BFA) identified listening as most difficult. One high-achieving participant (NAR) reported no consistent pattern of difficulty, and one low-achieving participant (RAG) described the assessment as relatively manageable overall.	Writing/grammar hardest: DAP, LLS, AAP (High); MFJ (Low) Speaking hardest: MSN (High) Reading hardest: AFZ, DKA (Low) Listening hardest: BFA (Low) No fixed pattern: NAR (High) Manageable overall: RAG (Low)
8.	Perception of assessment value	Eight participants, four high-achieving (DAP, AAP, NAR, MSN) and four low-achieving (MFJ, AFZ, DKA, BFA) valued the assessment as a diagnostic tool that explicitly revealed their own strengths and weaknesses. The remaining two participants (LLS, high-achieving; RAG low-achieving) described a more general benefit of skill improvement without explicitly framing it as diagnostic.	Diagnostic: DAP, AAP, NAR, MSN (High); MFJ, AFZ, DKA, BFA (Low) General benefit: LLS (High); RAG (Low)

Based on Table 4.1, the cognitive component again shows a high degree of similarity between the high-achieving and low-achieving groups. All ten participants, regardless of achievement level, perceived the summative assessment as a legitimate instrument for measuring learning outcomes, considered its content well aligned with the material taught during the Intensive Course, judged its administration to be fair and standardized, and valued it as a means of self-reflection, with eight of the ten participants describing it more specifically as a diagnostic tool that revealed their own strengths and weaknesses. This convergence suggests that the basic cognitive legitimacy of the assessment as a purpose-driven, relevant, and fair instrument is not contingent on how well a student ultimately performs.

Nevertheless, several notable differences distinguish the two groups. Concern about how scores were weighted was reported mainly, though not exclusively, by low-achieving participants (AFZ, DKA, BFA), with one high-achieving participant (LLS) also raising the same concern suggesting that uncertainty about grading criteria is not strictly tied to achievement level, though it remains more concentrated among low-achieving students. Similarly, the suggestion to incorporate practical or speaking components into the scoring system came only from low-achieving participants (DKA, BFA), indicating that this group is more explicit in identifying areas where the current assessment format may not fully accommodate their abilities. In terms of perceived difficulty, high-achieving participants' difficulty was somewhat more concentrated, with three of the five (DAP, LLS, AAP) converging on writing and grammar, while low-achieving participants' difficulty was more dispersed across reading comprehension, listening, and writing/grammar, suggesting a slightly less consolidated command of the language skills assessed within this group.

b. Affective Component

The affective component concerns students' emotional responses before, during, and after the summative assessment, as well as the sources of emotional pressure, motivation, and self-confidence associated with it. The findings related to this component are presented in Table 4.2.

Table 4.2.

Findings on Students' Affective Attitude on Summative Assessment

No	Sub-Indicator	Interview Result	Participant's Answer
1.	Emotional response before assessment	Eight participants four high-achieving (LLS, AAP, NAR, MSN) and four low-achieving (MFJ, AFZ, DKA, BFA) reported nervous or anxious anticipation upon learning of the upcoming assessment. Two participants, one from each achievement group (DAP high-achieving; RAG low-achieving), described a neutral reaction, having been informed well in advance.	Nervous: LLS, AAP, NAR, MSN (High); MFJ, AFZ, DKA, BFA (Low) Neutral: DAP (High); RAG (Low)
2.	Emotional response during assessment	Four participants two high-achieving (AAP, MSN) and two low-achieving (AFZ, DKA) described a transition from initial tension to calmness and focus during the assessment. Five participants three high-achieving (DAP, LLS, NAR) and two low-achieving (MFJ, BFA) reported sustained tension or worry throughout, while one low-achieving participant (RAG) described remaining relaxed and neutral for the entire duration.	Calms down: AAP, MSN (High); AFZ, DKA (Low) Persistent tension: DAP, LLS, NAR (High); MFJ, BFA (Low) Relaxed throughout: RAG (Low)
3.	Emotional pressure	Time constraint was identified as the dominant source of emotional pressure by seven participants three high-achieving (LLS, NAR, MSN) and four low-achieving (MFJ, AFZ, DKA, BFA). The remaining three participants two high-achieving (DAP, AAP) and one low-achieving (RAG) instead identified non-time-related pressures such as social comparison or grammar knowledge gaps. Two low-achieving participants (RAG, BFA) additionally described distinct social-evaluative pressure, arising from the public disclosure of scores and from being observed by peers during a speaking test.	Time pressure: LLS, NAR, MSN (High); MFJ, AFZ, DKA, BFA (Low) Non-time pressure: DAP, AAP (High); RAG (Low) Social-evaluative pressure: RAG, BFA (Low)
4.	Emotional	All ten participants reported an immediate	Relief: all 10 Relief +

	response after assessment	sense of relief upon completing the assessment. Four participants two high-achieving (AAP, MSN) and two low-achieving (DKA, BFA) indicated that this relief was accompanied by continued overthinking or lingering doubt about their performance.	overthinking: AAP, MSN (High); DKA, BFA (Low)
5.	Emotional response after results	All ten participants (five high-achieving: DAP, LLS, AAP, NAR, MSN; five low-achieving: RAG, MFJ, AFZ, DKA, BFA) reported that their self-worth was contingent on the score received, expressing increased confidence and pride following favorable results and disappointment following unfavorable ones. Four participants one high-achieving (MSN) and three low-achieving (MFJ, AFZ, DKA) additionally reframed unfavorable results as a learning opportunity rather than a failure.	Score-contingent self-worth: all 10 Resilient reframing: MSN (High); MFJ, AFZ, DKA (Low)
6.	Motivation	All ten participants reported that the assessment experience sustained or increased their motivation to continue learning English. Two high-achieving participants (LLS, AAP) additionally noted that this motivation fluctuated depending on their peer environment.	Sustained/increased motivation: all 10 Fluctuation noted: LLS, AAP (High)
7.	Self-confidence	All ten participants associated favorable assessment results with greater confidence in using English. Four low-achieving participants (RAG, MFJ, AFZ, DKA) described this contingency more explicitly and vulnerably, using language such as embarrassment or shame when discussing unfavorable results.	Score-contingent confidence: all 10 Explicit vulnerability (shame/embarrassment): RAG, MFJ, AFZ, DKA (Low)

Based on Table 4.2, both achievement groups experienced broadly similar emotional trajectories: nervousness before the assessment for the majority of participants, tension during the assessment that for several students gradually gave way to calm focus, relief upon completion, and self-worth that, for all ten participants without exception, fluctuated with the results obtained. Time pressure emerged as the most frequently cited source of emotional pressure, reported by seven of the ten participants across both achievement groups (three high-achieving, four low-achieving), indicating that this affective response is largely structural, produced by the format and timing of the assessment itself rather than by

individual differences in ability. The remaining three participants attributed their pressure to other sources content-specific gaps for two high-achieving participants (DAP, AAP) and a distinct social-related concern for one low-achieving participant (RAG).

A distinct pattern emerged predominantly among low-achieving participants: a form of social-evaluative pressure arising from the public disclosure of scores and from being observed by peers during a speaking assessment, reported by two low-achieving participants (RAG, BFA) and by no high-achieving participant. This suggests that social exposure related to assessment outcomes is experienced more acutely by students who may feel less confident about their performance. In addition, all ten participants reported that their self-worth was contingent on the score received, but the tendency to reframe a disappointing result as a learning opportunity rather than a failure was in fact reported more often among low-achieving participants (MFJ, AFZ, DKA) than high-achieving ones (MSN only).

c. Conative (Behavioral) Component

The conative component concerns students' preparation behavior, study strategies, effort, engagement or avoidance, adaptation during the assessment, coping behavior, and behavioural impact after assessment

Table 4.3.

Findings on Students' Conative (Behavioral) Attitude on Summative Assessment

No.	Sub-Indicator	Interview Result	Participants' Answer
1.	Preparation behaviour	Eight participants four high-achieving (LLS, AAP, NAR, MSN) and four low-achieving (MFJ, AFZ, DKA, BFA) reported that anxiety or the perceived stakes intensified their preparation efforts as the assessment date approached. Two participants, one from each achievement group (DAP high-achieving; RAG low-achieving), reported minimal change in their usual preparation approach.	Intensified: LLS, AAP, NAR, MSN (High); MFJ, AFZ, DKA, BFA (Low) Minimal change: DAP (High); RAG (Low)
2.	Study strategies	Five participants three high-achieving (DAP,	Independent only: DAP,

		LLS, NAR) and two low-achieving (RAG, MFJ) relied solely on independent study. The remaining five participants two high-achieving (AAP, MSN) and three low-achieving (AFZ, DKA, BFA) combined independent study with peer or lecturer collaboration.	LLS, NAR (High); RAG, MFJ (Low) Independent + collaborative: AAP, MSN (High); AFZ, DKA, BFA (Low)
3.	Study effort	Five participants two high-achieving (AAP, MSN) and three low-achieving (AFZ, DKA, BFA) reported investing maximal effort in preparation. The remaining five participants three high-achieving (DAP, LLS, NAR) and two low-achieving (RAG, MFJ) described their effort as moderate or sufficient.	Maximal effort: AAP, MSN (High); AFZ, DKA, BFA (Low) Moderate effort: DAP, LLS, NAR (High); RAG, MFJ (Low)
4.	Engagement or avoidance	All ten participants reported some degree of procrastination, though in varying forms, ranging from last-minute cramming to occasional delays caused by fatigue or competing tasks. Two participants (NAR high-achieving; RAG low-achieving) additionally reported specific distraction-related avoidance through phone or social media use.	Procrastination (varying forms): all 10 Distraction-specific avoidance: NAR (High); RAG (Low)
5.	Adaptation during assessment	Nine participants five high-achieving (DAP, LLS, AAP, NAR, MSN) and four low-achieving (MFJ, AFZ, DKA, BFA) adopted a skip-and-return strategy, completing easier questions first before returning to more difficult ones. One low-achieving participant (RAG) instead described writing the closest approximate answer when time was nearly exhausted, without an explicit skip-and-return pattern.	Skip-and-return: DAP, LLS, AAP, NAR, MSN (High); MFJ, AFZ, DKA, BFA (Low) Best-guess under time pressure: RAG (Low)
6.	Coping behaviour	Coping strategies varied considerably across participants: two participants (DAP high-achieving; AFZ low-achieving) used breathing or prayer; two high-achieving participants (LLS, MSN) relied on self-regulation and cognitive acceptance; one high-achieving participant (NAR) used entertainment as a distraction; four participants (AAP high-achieving; MFJ, DKA, BFA low-achieving) prioritized rest and pre-exam focus management; and one low-achieving participant (RAG) skimmed the questions before beginning. This diversity suggests coping strategies were highly	Breathing/prayer: DAP (High); AFZ (Low) Self-regulation: LLS, MSN (High) Entertainment/distraction: NAR (High) Rest & focus management: AAP (High); MFJ, DKA, BFA (Low) Skimming: RAG (Low)

		individualized rather than clearly patterned by achievement group.	
7.	Behavioural impact after assessment	Three high-achieving participants (DAP, AAP, MSN) reported adopting new, more effective study methods or tools following the assessment. Two low-achieving participants (DKA, BFA) shifted toward sustained, long-term study routines. Three participants one high-achieving (NAR) and two low-achieving (MFJ, AFZ) focused on targeted improvement of specific weak skills, while two participants (LLShigh-achieving; RAG low-achieving) reported becoming more relaxed and less burdened by the assessment process going forward.	New methods/tools: DAP, AAP, MSN (High) Long-term routine shift: DKA, BFA (Low) Targeted skill focus: NAR (High); MFJ, AFZ (Low) Increased relaxation: LLS (High); RAG (Low)

Based on Table 4.3, the conative component reveals substantial similarity between the high-achieving and low-achieving groups in terms of general behavioral patterns. All ten participants reported some degree of procrastination, nine of the ten adopted a skip-and-return strategy when facing difficult questions, and both groups split evenly between studying independently only and combining independent study with peer or lecturer collaboration. These shared patterns suggest that, at a general behavioral level, achievement is not strongly associated with differences in the type of strategies students report using.

Two differences, however, distinguish the two groups more clearly. Technology-assisted independent study, particularly the use of AI tools, was reported only by high-achieving participants (DAP, AAP), suggesting that resourcefulness in seeking supplementary digital support may be more characteristic of this group. In terms of post-assessment behavioral change, high-achieving participants tended toward adopting new or more effective study methods and tools (DAP, AAP, MSN), whereas the two low-achieving participants who described the clearest behavioral shift (DKA, BFA) moved toward a more sustained, long-term study routine rather than adopting new tools suggesting that high-achieving students

respond to the assessment primarily by refining how they study, while these low-achieving students respond by extending how long and how consistently they study.

Coping behavior, meanwhile, proved considerably more individualized than a simple religious-versus-physical dichotomy suggests. Only two participants (DAP high-achieving; AFZ low-achieving) explicitly described prayer or deep breathing as their coping strategy, while the remaining participants relied on a range of other approaches self regulation and cognitive acceptance (LLS, MSN), entertainment-based distraction (NAR), deliberate rest and pre-exam focus management (AAP, MFJ, DKA, BFA), and pre-reading or skimming strategies (RAG). This diversity indicates that coping strategy is not cleanly patterned by achievement group.

B. Discussion

This section discusses the findings presented in Section A in relation to Rosenberg and Hovland's Tripartite Attitude Model, previous studies, and the social phenomena observed in the field. The discussion is organized according to the three components of attitude: cognitive, affective, and conative.

1. Cognitive Component

The findings show that students at TBI IAIN Curup hold predominantly positive cognitive attitudes toward the summative assessment in the Intensive Course, perceiving it as purposeful, well aligned with the material taught, fairly administered, and valuable for self-reflection. This finding is consistent with the cognitive component of Rosenberg and Hovland's Tripartite Attitude Model, which conceptualizes the cognitive dimension of attitude as the beliefs and perceptions an

individual holds about the attitude object⁷⁰. Furthermore, the strong perceived alignment between the assessment and the material taught is consistent with Yazdani and Mohammadi's finding that clarity and perceived alignment between assessment and learning objectives are significant predictors of student engagement⁷¹.

At the same time, the persistent perception that speaking and listening are underrepresented in the assessment, reported by the majority of participants regardless of achievement group, points to a content validity concern that is not resolved simply by students believing the test to be fair. Fairness, in this study, appears to be understood procedurally, namely as the equal and standardized administration of the test, rather than as a matter of construct validity, namely whether the test adequately samples all the language abilities it claims to measure.

This distinction is significant when read against Bachman and Palmer's conceptualization of test usefulness, which requires an assessment to be not only reliable and practical but also valid in the sense of adequately representing the construct it intends to measure⁷². It is further supported by Norris's argument for task-based language assessment, which emphasizes that authentic, performance-based tasks are necessary to capture communicative competence that written, discrete-item formats cannot fully access⁷³. The explicit suggestion made by low-achieving participants to incorporate practical or speaking components into the scoring system can therefore be read as an implicit, student-generated critique of construct validity,

⁷⁰Milton J. Rosenberg and Carl I. Hovland, "Cognitive, Affective, and Behavioral Components of Attitudes," in *Attitude Organization and Change: An Analysis of Consistency Among Attitude Components*, ed. M. J. Rosenberg et al. (New Haven: Yale University Press, 1960), 3.

⁷¹Mohammad Yazdani and Fatemeh Mohammadi, "Student Engagement with Course Assessments: The Role of Clarity and Perceived Alignment," *Assessment in Education: Principles, Policy & Practice* 28, no. 3 (2021): 325.

⁷²Bachman, L. F., & Palmer, A. S. (2010). *Language assessment in practice: Developing language assessments and justifying their use in the real world* (p. 23). Oxford University Press.

⁷³Norris, J. M. (2016). Task-based language assessment. In D. Tsagari & J. Banerjee (Eds.), *Handbook of second language assessment* (pp. 237-252).

one that resonates with Chan, Liang, and Yang's call to incorporate students' voices into the design and review of assessment practices as a pathway toward more democratic and pedagogically responsive evaluation⁷⁴.

The finding that grammar, reading, vocabulary, and writing are more clearly represented in the assessment than speaking and listening also points to a washback effect, in which the format of the summative test shapes students' beliefs about which skills genuinely count as measurable English ability.

This pattern is consistent with Brown and Abeywickrama's discussion of washback, which explains how the content and format of high-stakes assessments influence not only students' test preparation but also their broader beliefs about what constitutes valued language competence⁷⁵. Finally, the clarity gap concerning score weighting, reported exclusively by low-achieving participants, nuances Yazdani and Mohammadi's finding by showing that clarity is not a single, uniform construct: procedural clarity, namely knowing what to do during the exam, can coexist with evaluative opacity, namely not knowing how performance will be judged, and it is the latter that appears more consequential for students who are already less confident about their results

2. Affective Component

The dominance of anxiety and time pressure among students who simultaneously hold favorable cognitive beliefs about the assessment illustrates a central premise of Rosenberg and Hovland's Tripartite Attitude Model: that the cognitive, affective, and conative components of attitude, while interrelated, do not

⁷⁴Chan, C., Liang, J., & Yang, X. (2020). Incorporating students' voices in assessment practices: A pathway to democratic pedagogy. *Teaching in Higher Education*, 25(7), 889-905.

⁷⁵Brown, H. D., & Abeywickrama, P. (2019). *Language assessment: Principles and classroom practices* (7th ed.). Pearson Education.

always achieve internal consistency⁷⁶. A student may believe an assessment to be fair and well aligned with the material taught while still experiencing considerable anxiety in relation to it, and the findings of this study demonstrate precisely this pattern.

The identification of time pressure as the dominant affective trigger, shared across both achievement groups, corroborates Huang and Gu's qualitative finding that time constraints and task complexity are primary triggers of anxiety in high-stakes language testing⁷⁷, as well as Fitriani's contention that time pressure and task complexity are particularly salient sources of anxiety within intensive language program assessments⁷⁸. Because this trigger operates similarly across achievement levels, it suggests that time-related anxiety in the Intensive Course may be more a function of the assessment's structural design, namely the amount of material to be completed within a limited period, than of individual differences in language proficiency.

A more distinctive finding of this study concerns the social-evaluative pressure reported exclusively by low-achieving participants, arising from the public disclosure of scores within a class group and from being observed by peers during a speaking assessment. This form of affective response extends beyond the largely private, individual emotions such as nervousness, relief, and pride that the tripartite model, as operationalized in this study, was primarily designed to capture.

⁷⁷Huang, J., & Gu, L. (2020). Anxiety and coping strategies in high-stakes language testing: A qualitative inquiry. *Language Testing in Asia*, 10(1), 1-18.

⁷⁸Siti Fitriani, "Tantangan Asesmen Akhir dalam Program Bahasa Intensif: Sebuah Studi Fenomenologi," *Bahasa dan Sastra* 12, no. 2 (2023): 112-125.

Zeidner's broader account of test anxiety similarly identifies a social-evaluative dimension of anxiety, in which concern about how one's performance will be judged by others compounds the anxiety associated with the test itself⁷⁹. The finding that this dimension surfaced only among low-achieving participants suggests that students who are less confident about their results may be more sensitive to the visibility of their performance to peers, a phenomenon that carries practical implications for how scores are communicated and how speaking assessments are administered within the Intensive Course.

The tendency of several participants to reframe disappointing results as opportunities for learning rather than as definitive failure a pattern reported more frequently among low-achieving participants (MFJ, AFZ, DKA) than high-achieving ones (MSN only) is consistent with McMillan's view that assessment is inherently tied to students' motivation and self-concept, and with Black and Wiliam's assessment-for-learning perspective, in which evaluative feedback, despite being formally summative, is nonetheless used by students formatively to guide subsequent effort. This resilient reframing indicates that the emotional impact of the assessment, although predominantly anxious in character, does not necessarily translate into discouragement and, notably in this study, appears at least as available to students who are still working toward the standard as to those who have already achieved it.

A clearer picture emerges when the underlying sources of this anxiety, rather than merely its presence, are examined side by side. High-achieving participants' stress was overwhelmingly self-referential and mastery-oriented: it stemmed from their own drive to perform maximally, from overthinking whether their preparation had been sufficient, and from specific content gaps, most notably in grammar, that

⁷⁹Zeidner, M. (1998). Test anxiety: The state of the art (pp. 45-48). Plenum Press.

they felt they had not yet fully resolved. Their anxiety was, in essence, a by-product of the studying process itself and of an internalized standard of achievement, rather than of external scrutiny. Low-achieving participants' stress, by contrast, was more externally and socially triggered: it arose from the public disclosure of scores within the class group, from being observed by peers during a turn-based speaking test, and from a more basic uncertainty about their own competence that surfaced as embarrassment or shame rather than as dissatisfaction with insufficient effort. Where high-achieving students appeared to be asking themselves whether they had studied enough to meet their own standard, low-achieving students appeared to be asking whether others would see that they could not meet the standard at all. This distinction suggests that the emotional burden of the summative assessment, while shared across achievement levels in its general form and intensity, is rooted in two functionally different concerns: a performance-mastery concern that is largely private and self-directed among high-achieving students, and a social-evaluative, self-worth concern that is more public and other-directed among low-achieving students. This same thread extends into the conative component: the two groups draw on a broadly similar repertoire of study and coping behaviors, but where high-achieving students respond to their mastery-oriented anxiety by refining how they study, such as seeking out new tools and methods, low-achieving students more often respond to their socially-rooted anxiety by extending how long and how consistently they study, seeking a more gradual, sustained sense of competence over time.

3. Conative Component

The coexistence of procrastination and intensified last-minute effort within the same participants, observed across both achievement groups, illustrates that conative behavior in this study cannot be explained by cognitive appraisal alone. Scouller's

finding that students' perceptions of an assessment's demands directly shape their choice between surface and deep learning approaches⁸⁰ would predict that students who hold favorable cognitive beliefs about an assessment, as nearly all participants in this study did, would consistently adopt deep, systematic preparation. The findings instead show that positive cognitive beliefs coexisted with widespread procrastination, suggesting that conative behavior in this context is shaped as much by affective state, namely the anxiety and time pressure identified in the discussion above, as by cognitive appraisal, a pattern that again reflects Rosenberg and Hovland's acknowledgment that the three attitude components need not move in the same direction⁸¹.

The near-universal adoption of a skip-and-return test-taking strategy, together with the widespread post-assessment adjustment of study habits toward previously weak skills, suggests that the summative assessment functions as more than an evaluative endpoint; it also operates as a catalyst for subsequent self-regulated behavior. This pattern was observed consistently across both achievement groups, indicating that the motivating function of the assessment, at least in terms of prompting behavioral adjustment, does not depend on whether a student previously performed well or poorly.

The two behaviorally distinctive patterns identified in this study, namely technology-assisted study among high-achieving participants and religious or spiritual coping among low-achieving participants, extend the conative component of the tripartite model beyond the categories anticipated in Chapter II. The former suggests that resourcefulness in seeking supplementary, technology-based support

⁸⁰Scouller, K. (1998). The influence of assessment method on students' learning approaches: Surface versus deep. *Higher Education Research & Development*, 17(2), 141-159.

⁸¹Rosenberg, M. J. (1960). A structural theory of attitude dynamics. *Public Opinion Quarterly*, 24(2), 319-340.

may distinguish students who are more successful in the assessment, while the latter indicates that students who experience more intense affective pressure draw more heavily on culturally and religiously grounded coping mechanisms, a pattern that reflects the specific institutional context of TBI IAIN Curup as an Islamic higher education institution and that is not addressed within the largely secular, Western-derived literature on test anxiety and coping reviewed in Chapter II.

Taken together, the discussion above indicates that students' attitudes toward the summative assessment in the Intensive Course are multidimensional and only partially internally consistent. Cognitively, students across achievement levels affirm the assessment as purposeful, relevant, and fair. Affectively, this affirmation coexists with predominantly anxious responses, particularly under time pressure and, for low-achieving students, social exposure. Conatively, students respond through a shared repertoire of preparation and coping behaviors that nonetheless diverges in specific tools and strategies between the two achievement groups. This pattern demonstrates both the explanatory value of Rosenberg and Hovland's Tripartite Attitude Model in capturing the complexity of students' attitudes and the model's limits when applied to a high-stakes, socially embedded, and culturally situated language-testing context such as the Intensive Course at TBI IAIN Curup.

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing and interpreting the findings discussed in the previous chapter, this chapter presents the conclusion and suggestions as the final part of this research. The conclusion summarizes the key answers to the research question, focusing on students' attitudes toward summative assessment in the Intensive Course at TBI IAIN Curup as reflected through the cognitive, affective, and conative components. Meanwhile, the suggestions are provided for lecturers, students, the English Tadris Study Program, and future researchers as the main parties who may benefit from the findings of this research.

A. Conclusion

Based on the findings and discussion presented in Chapter IV, several conclusions can be drawn regarding student attitude on summative assessment in the intensive course at TBI IAIN Curup, as analyzed through Rosenberg and Hovland's Triparte Attitude Model,

In relation to the research question, students' attitude on summative assessment in the Intensive Course are multidimensional, complex, and characterized by both alignment and tension among the cognitive, affective, and conative components. The findings demonstrate that students' attitudes are not monolithic or unidirectional; rather, they reflect a dynamic interplay of beliefs, emotions, and behavioral tendencies that are shaped by individual experiences, social dynamics, and the institutional context.

Cognitively, students hold predominantly positive attitudes toward the summative assessment. They clearly understand its purpose as a tool for measuring learning outcomes and evaluating mastery of course content, while also recognizing its diagnostic function for identifying strengths and weaknesses. Students strongly affirm the content

alignment between the assessment questions and the materials taught during the Intensive Course, viewing the test as a fair and connected evaluation of their learning. They perceive the assessment as procedurally fair because all students receive identical questions, time, and treatment. Students also value the assessment as a tool for self-reflection and awareness of their learning progress, viewing it as motivating further skill development. However, students simultaneously identify a significant limitation: while the assessment effectively measures written and receptive skills (grammar, reading, vocabulary, writing), it is perceived as inadequate for capturing speaking and, to a lesser extent, listening skills. This perceived gap between what is taught including communicative speaking practice and what is tested predominantly written tasks raises concerns about the assessment's construct validity and comprehensiveness.

Affectively, students experience intense and complex emotional responses throughout the assessment process. The majority report anticipatory nervousness and worry upon learning about the upcoming exam, reflecting the high-stakes nature of the assessment. This initial anxiety often subsides into calmness once students engage with familiar questions, suggesting a tension-to-calm emotional trajectory during the exam. The dominant source of emotional pressure is time limitation, which nine out of ten participants identify as the primary trigger of anxiety. Beyond time pressure, some students also experience social-evaluative anxiety arising from social comparison and social exposure, such as being watched during speaking tests or having scores shared publicly. Students universally describe relief upon completion, though some continue to ruminate about their performance afterward. The connection between assessment outcomes and self-worth is strong, with students linking high scores to pride and confidence and low scores to disappointment or embarrassment. Significantly, approximately half of the participants demonstrate resilience by actively reframing

disappointing results as learning opportunities rather than fixed failures, maintaining motivation despite negative outcomes. Despite the anxiety and pressure, all participants report that the assessment experience functions to sustain or increase their motivation to learn English.

Conatively, students exhibit complex behavioral patterns that are often only partially consistent with their cognitive beliefs. Most students prefer independent study for concentration and focus, while using peer collaboration selectively for clarification and speaking practice. A striking finding is the widespread occurrence of procrastination—eight of ten participants admit to habitual last-minute cramming despite their cognitive affirmation of the assessment's importance. This behavioral pattern suggests that conative tendencies are influenced not only by cognitive beliefs but also by immediate situational factors, emotional states, and competing demands. Students employ strategic test-taking behaviors, particularly the skip-and-return strategy for difficult questions, reflecting practical time-management skills. A culturally significant finding is the use of religious and spiritual coping strategies, with several students describing prayer and spiritual surrender as calming practices before and during the assessment, reflecting the Islamic context of IAIN Curup. Perhaps most encouragingly, nine of ten students report adjusting their study habits after the assessment, focusing on previously weak areas such as speaking and grammar. This targeted remediation pattern demonstrates the formative potential of summative assessment, as students use their performance to inform future learning.

Taken together, students' attitudes toward summative assessment in the Intensive Course can be concluded as multidimensional and only partially internally consistent. Students hold predominantly positive cognitive beliefs about the assessment's purpose, fairness, alignment, and value, yet they experience significant

anxiety and engage in avoidance behaviors such as procrastination. This partial consistency reflects Rosenberg and Hovland's insight that attitude components need not be fully aligned; individuals can hold conflicting beliefs, feelings, and behaviors toward the same object. The findings also demonstrate that attitudes are shaped not only by individual cognitive appraisal but also by social and contextual factors, including peer comparison, public exposure, and the cultural context of religious coping. Furthermore, the study reveals that summative assessment can serve formative functions despite its high-stakes nature, as students use the assessment for self-reflection, skill awareness, and targeted remediation. Students demonstrate sophisticated critique of the assessment's validity and fairness, offering concrete suggestions for improvement such as incorporating performance-based components and increasing transparency in scoring criteria, indicating that they are capable partners in assessment evaluation.

B. Suggestion

Based on the conclusions presented above, several suggestions are proposed for the relevant stakeholders who may benefit from the findings of this research. For lecturers and course coordinators, it is recommended that they consider incorporating performance-based components into the summative assessment, particularly for speaking skills, which students consistently identified as the most underrepresented area in the current written format. Students themselves suggested that including practical abilities such as speaking would enhance the fairness and validity of the assessment. Additionally, lecturers are encouraged to provide clear and transparent scoring criteria, as several participants, particularly those from the low-achieving group, noted that detailed scoring criteria and assessment weighting were not fully explained. This transparency could reduce uncertainty and anxiety,

especially among students who may already feel less confident about their performance. Furthermore, given that time pressure was identified as the dominant source of emotional pressure across nearly all participants, lecturers are encouraged to consider whether the time allocation for the assessment is sufficient for students to demonstrate their abilities, particularly in skill areas requiring extended cognitive processing. Where possible, providing additional time or adjusting the volume of questions could help mitigate anxiety without compromising the assessment's rigor. Finally, lecturers may consider recognizing and supporting religious and spiritual coping practices, such as prayer and spiritual surrender, by creating an environment that acknowledges these culturally situated practices as valid and respected forms of anxiety management within the Islamic institutional context.

For students, it is recommended that they develop effective preparation strategies early in the course rather than relying on last-minute cramming. As some participants in this study reported, preparing far in advance and maintaining regular study routines can reduce anxiety and improve performance. Students are also encouraged to proactively seek clarification on assessment criteria from their lecturers or tutors before the assessment, as understanding how the assessment will be evaluated can help focus preparation on the most relevant areas and reduce uncertainty-related anxiety. Additionally, students should utilize peer collaboration strategically for specific purposes such as practicing speaking, discussing difficult concepts, or reviewing each other's work, while maintaining independent study for focused, self-directed learning. It is also advisable for students to develop adaptive coping strategies, including relaxation techniques, positive self-talk, and the religious and spiritual practices that many already find helpful. Importantly, students are encouraged to use assessment outcomes as a basis for self-reflection and targeted

skill development, identifying specific areas for improvement and adjusting their study habits accordingly, rather than viewing disappointing results as definitive failures.

For the English Tadris Study Program, it is recommended that the program periodically review and revise the design of the summative assessment in the Intensive Course, taking into account student feedback and contemporary developments in language assessment. This review should consider whether the current written format adequately captures the full range of skills taught in the course, particularly speaking and listening skills. The program may consider piloting alternative assessment formats, such as portfolio assessments, oral interviews, or integrated skills tasks, to address the limitations identified by students. Additionally, the study program is encouraged to enhance transparency in assessment communication by providing students with detailed assessment guides, sample questions with model answers, and clear explanations of how different sections of the assessment contribute to the final grade. Given the widespread procrastination and anxiety reported by students, the program should also consider providing structured academic support for assessment preparation, including study skills workshops, time management sessions, and anxiety management programs that address the specific challenges of high-stakes language assessment. Furthermore, as this study has demonstrated that students are capable of sophisticated critique of assessment design, the program is encouraged to establish formal mechanisms for incorporating student voices in assessment evaluation, such as end-of-course surveys, focus group discussions, or student representation on curriculum review committees. Finally, the program may consider how assessment practices can be culturally responsive to the Islamic institutional context by acknowledging diverse

coping strategies, providing appropriate support services, and ensuring that assessment practices are sensitive to the cultural and religious values of the student population.

For future researchers, several directions for further inquiry are suggested. Comparative studies across different study programs or institutions could examine whether the patterns identified in this study are specific to the TBI context at IAIN Curup or reflect broader trends in student attitudes toward summative assessment in intensive language programs. Such comparisons would help identify contextual factors that influence student attitudes and inform best practices across different educational settings. Additionally, as this study has identified specific limitations in the current assessment design, future researchers are encouraged to investigate the effectiveness of assessment reforms aimed at addressing these limitations, such as whether incorporating performance-based components reduces students' concerns about construct validity, or whether clearer scoring criteria reduce anxiety and improve performance. The social-evaluative dimension of assessment anxiety identified in this study warrants more systematic investigation, examining how peer comparison, public exposure, and other social factors influence students' attitudes and experiences of assessment. The culturally significant finding that religious and spiritual coping is a prominent strategy for managing assessment anxiety in this Islamic institutional context also deserves further investigation across different educational settings, cultural contexts, and student populations, contributing to a more culturally inclusive understanding of test anxiety and coping strategies. Longitudinal studies that examine how students' attitudes toward assessment develop and change over the course of their academic program would also be valuable for understanding the trajectory of attitude formation and change, which could inform

the design of targeted interventions at different stages of students' academic journey. Finally, mixed-methods studies that combine qualitative exploration of attitudes with quantitative analysis of performance data could provide a more comprehensive understanding of how attitudes influence learning and achievement, thereby contributing to more effective and equitable assessment practices.

REFERENCES

- Allport, Gordon W. "Attitudes." In *A Handbook of Social Psychology*, edited by Carl Murchison, 798–844. Worcester, MA: Clark University Press, 1935.
- Bachman, Lyle F., and Adrian S. Palmer. *Language Assessment in Practice: Developing Language Assessments and Justifying Their Use in the Real World*. Oxford: Oxford University Press, 2010.
- Black, Paul, and Dylan Wiliam. "Inside the Black Box: Raising Standards through Classroom Assessment." *Phi Delta Kappan* 80, no. 2 (1998): 139–148.
- Black, Paul, and Dylan Wiliam. *Assessment for Learning: Putting It into Practice*. Maidenhead: Open University Press, 2009.
- Brown, Gavin T. L. "Teachers' Conceptions of Assessment: Implications for Policy and Professional Development." *Assessment in Education: Principles, Policy & Practice* 11, no. 3 (2004): 301–318.
- Brown, Gavin T. L. *Conceptions of Assessment: Understanding What Assessment Means to Teachers and Students*. New York: Nova Science Publishers, 2008.
- Brown, Gavin T. L. "Assessment and Student Learning." In *Sage Handbook of Research on Classroom Assessment*, edited by James H. McMillan, 345–360. Thousand Oaks, CA: SAGE Publications, 2017.
- Brown, H. Douglas, and Priyanka Abeywickrama. *Language Assessment: Principles and Classroom Practices*. 7th ed. New York: Pearson Education, 2019.
- Brown, James Dean. *Testing in Language Programs: A Comprehensive Guide to English Language Assessment*. New York: McGraw-Hill, 2005.
- Chan, Cecilia K. Y., Jessie Liang, and Xiaoyan Yang. "Incorporating Students' Voices in Assessment Practices: A Pathway to Democratic Pedagogy." *Teaching in Higher Education* 25, no. 7 (2020): 889–905.
- Creswell, John W., and Cheryl N. Poth. *Qualitative Inquiry and Research Design: Choosing among Five Approaches*. 4th ed. Thousand Oaks, CA: SAGE Publications, 2018.
- Denzin, Norman K. *The Research Act: A Theoretical Introduction to Sociological Methods*. New Brunswick, NJ: AldineTransaction, 2009.
- Eagly, Alice H., and Shelly Chaiken. *The Psychology of Attitudes*. Fort Worth, TX: Harcourt Brace Jovanovich, 1993.

- Earl, Lorna M. *Assessment as Learning: Using Classroom Assessment to Maximize Student Learning*. 2nd ed. Thousand Oaks, CA: Corwin Press, 2013.
- Hidayah, Jumatul. "Speaking and Writing Assessment Applied by English Lecturers of State College for Islamic Studies (STAIN) at Curup-Bengkulu." *English Franca: Academic Journal of English Language and Education* 1, no. 1 (2017): 1–18.
- Hovland, Carl I., Irving L. Janis, and Harold H. Kelley. *Communication and Persuasion: Psychological Studies of Opinion Change*. New Haven, CT: Yale University Press, 1953.
- Huang, Jing, and Lingling Gu. "Anxiety and Coping Strategies in High-Stakes Language Testing: A Qualitative Inquiry." *Language Testing in Asia* 10, no. 1 (2020): 1–18.
- Kvale, Steinar, and Svend Brinkmann. *InterViews: Learning the Craft of Qualitative Research Interviewing*. 3rd ed. Thousand Oaks, CA: SAGE Publications, 2015.
- Leeming, Paul. "Accelerated Language Learning in Intensive Programs: Design Principles and Learner Outcomes." *Language Teaching Research* 25, no. 4 (2021): 512–530.
- McGuire, William J. "The Nature of Attitudes and Attitude Change." In *The Handbook of Social Psychology*, edited by Gardner Lindzey and Elliot Aronson, 2nd ed., vol. 3, 136–314. Reading, MA: Addison-Wesley, 1969.
- McMillan, James H. *Classroom Assessment: Principles and Practice That Enhance Student Learning and Motivation*. 7th ed. Boston: Pearson, 2018.
- Merriam, Sharan B., and Elizabeth J. Tisdell. *Qualitative Research: A Guide to Design and Implementation*. 4th ed. San Francisco: Jossey-Bass, 2016.
- Miles, Matthew B., A. Michael Huberman, and Johnny Saldaña. *Qualitative Data Analysis: A Methods Sourcebook*. 3rd ed. Thousand Oaks, CA: SAGE Publications, 2014..
- Norris, John M. "Current Uses for Task-Based Language Assessment." *Annual Review of Applied Linguistics* 36 (2016): 230–244.
- Norris, John M. "Task-Based Language Assessment." In *Handbook of Second Language Assessment*, edited by Dina Tsagari and Jayanti Banerjee, 237–252. Berlin: De Gruyter Mouton, 2016.
- Patton, Michael Q. *Qualitative Research & Evaluation Methods: Integrating Theory and Practice*. 4th ed. Thousand Oaks, CA: SAGE Publications, 2015.
- Richards, Jack C., and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. 3rd ed. Cambridge: Cambridge University Press, 2014.

- Rosenberg, Milton J. "A Structural Theory of Attitude Dynamics." *Public Opinion Quarterly* 24, no. 2 (1960): 319–340.
- Rosenberg, Milton J., and Carl I. Hovland. "Cognitive, Affective, and Behavioral Components of Attitudes." In *Attitude Organization and Change: An Analysis of Consistency among Attitude Components*, edited by Milton J. Rosenberg, Carl I. Hovland, William J. McGuire, Robert P. Abelson, and Jack W. Brehm, 1–14. New Haven, CT: Yale University Press, 1960.
- Scouller, Karen. "The Influence of Assessment Method on Students' Learning Approaches: Surface versus Deep." *Higher Education Research & Development* 17, no. 2 (1998): 141–159.
- Serrano, Raquel, Àngels Llanes, and Elsa Tragant. "Examining the Impact of Amount of Exposure on L2 Development in Intensive Language Learning Contexts." *The Modern Language Journal* 100, no. 1 (2016): 249–265.
- Serrano, Raquel, Àngels Llanes, and Elsa Tragant. "Intensive Exposure Experiences in Second Language Learning." In *Intensive Exposure Experiences in Second Language Learning*, edited by Carmen Muñoz, 89–107. Bristol: Multilingual Matters, 2016.
- Taras, Maddalena. "Assessment – Summative and Formative – Some Theoretical Reflections." *British Journal of Educational Studies* 53, no. 4 (2005): 466–478.
- Voinea, Mihaela. "Affective Dimensions of Learner Attitudes toward Assessment in Higher Education." *Educational Psychology Review* 35, no. 2 (2023): 45–67.
- Yan, Zi. "Student Perceptions of Assessment: A Review of Influencing Factors and Implications for Feedback Practice." *Assessment & Evaluation in Higher Education* 47, no. 5 (2022): 754–768.
- Yazdani, Mohammad, and Fatemeh Mohammadi. "Student Engagement with Course Assessments: The Role of Clarity and Perceived Alignment." *Assessment in Education: Principles, Policy & Practice* 28, no. 3 (2021): 321–335.
- Zanna, Mark P., and John K. Rempel. "Attitudes: A New Look at an Old Concept." In *The Social Psychology of Knowledge*, edited by Daniel Bar-Tal and Arie W. Kruglanski, 315–334. Cambridge: Cambridge University Press, 1988.
- Zeidner, Moshe. *Test Anxiety: The State of the Art*. New York: Plenum Press, 1998.

APPENDIX 1

**SK PENELITIAN, SK PEMBIMBING, KARTU BIMBINGAN SKRIPSI,
INSTRUMENT PENELITIAN**



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor : 540 /In.34/FT/PP.00.9/05/2026
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

26 Mei 2026

Kepada Yth. Rektor IAIN Curup

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Welinsah Yusat Wika
NIM : 22551057
Fakultas/Prodi : Tarbiyah / Tadris Bahasa Inggris
Judul Skripsi : Exploring Students' Attitude on Summative Assessment in The Intensive Course at TBI IAIN Curup
Waktu Penelitian : 26 Mei 2026 s.d. 26 Agustus 2026
Lokasi Penelitian : Prodi TBI IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n.Dekan
Wakil Dekan I,

Dr. Muhammad Taqiyuddin, M.Pd.I
NIP. 19750214 199903 1 005

Tembusan : disampaikan Yth :

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH**

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

Nomor : 196 Tahun 2026

Tentang
**PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP**

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Permohonan Saudara Welinsah Yusal Wika tanggal 15 April 2026 dan kelengkapan persyaratan pengajuan SK Pembimbing Skripsi
2. Berita Acara Seminar Proposal Pada Hari Kamis, 26 Februari 2025

MEMUTUSKAN :

Menetapkan

- Pertama** : 1. **Jumatul Hidayah, M.Pd** **197802242002121002**
2. **Meli Fauziah, M.Pd** **199405232020122003**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Welinsah Yusal Wika

N I M : 22551057

JUDUL SKRIPSI : *Exploring Students Attitude on Summative Assessment in the Intensive Course at TBI IAIN Curup*

- Kedua** : Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku.

Ditetapkan di Curup,
Pada tanggal 15 April 2026

Dekan,


Sutarto

Tembusan :

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP

Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

KARTU BIMBINGAN SKRIPSI

Nama : Welinsah Yusut Wika
NIM : 22591057
Program Studi : Tadris Bahasa Inggris
Mulai Bimbingan :
Judul Skripsi : Exploring Students Attitude on Summative Assessment in the Intensive Course at TBI IAIN Curup

Pembimbing I : Jumatul Hidayah, M.pd
Pembimbing II : Meli Fauziah, M.pd
Akhir Bimbingan :

Pembimbing I			Pembimbing II		
Tanggal	Materi Bimbingan	Paraf	Tanggal	Materi Bimbingan	Paraf
12/1/2026	Bab 1 : bagian prelinimary, judul, latar belakang, kapan dan siapa?	X	9/3/2026	yg mau dianalisa / lihat buat doc analysis, data nilai highest and lowest, Combine teori teman	Meli
13/1/2026	Paragraf / deskripsi, tlg uua important to know about attitude plus TBI tlg IC di Summative ini.	X	10/3/2026	Combine tBoli Summative + attitude, buat interview guide Questions bonus SW + I H	Meli
15/1/2026	Bagian definition of key terms core dalam teori	X	16/4/2026	tidak pami observation karena udah lewte, interview tlg n + doc analysis jika dirumahnya	Meli
10/3/2026	Seleksi awal produk di labnas / lewte apa yg mau dianalisa, nilai IC UAS 1 dan 2 di	X	6/5/2026	Questions di Interview guide terdapat panjang, kompleks dan sulit dicerna make it simple	Meli
5/5/2026	Perbaiki Questions di Interview guide Only Interview, then validate	X	12/5/2026	Cukup 3/4 Questions dikomp sub-indicator, edit batch yes/no questions Pami format SW, validate.	Meli
19/5/2026	Acc ke validator instrument	X	19/5/2026	Acc ke validator instrument	Meli
21/5/2026	Acc penelitian	X	26/5/2026	Penelitian approve, Filter participants	Meli
3/6/2026	Kutipan hasil penelitian terdahulu dan teori selanj.	X	9/6/2026	Kumpulkan nilai UAS IC idad	Meli
9/6/2026	Untuk finding buat tabel pengujian di bab 3 bagian	X	12/6/2026	Penulisan finding lebih spesifik	Meli
22/6/2026	Masukkan penelitian dosen TBI di bab 2 / bab 3	X	19/6/2026	Kutip wawancara tlg uua lagi pami nara	Meli
29/6/2026	Untuk abstrak 250 spasi 1	X	6/7/2026	Perbaikan tabel finding per component	Meli
2/7/2026	Transkrip dulu, baru coding, data display, penarikan kesimpulan	X	10/7/2026	Agar terdapat di temukan di sub-indicator, superan dan wawancara di finding	Meli
7/7/2026	tidak ada lagi body note, Footnote semua.	X	13/7/2026	Kutip karya dosen TBI di bab 2 / bab 3 / di definisi ass	Meli
10/7/2026	Bagian Suggestion tidak usah perpoint, submanajemen juga perpoint	X	14/7/2026	Abstrak 250 kata, spasi 1 tidak menjorok ke dalam	Meli
14/7/2026	Jelaskan dengan detail di table siapa saja dengan initial	X	15/7/2026	Revisi di kap deskripsi, siapa aja di wawancara wawancara	Meli
15/7/2026	Appendix jangan melebihi isi skripsi	X	16/7/2026	di transkrip cukup masukkan appendix 3 low-high	Meli

Pembimbing I,

NIP. 197802142002122002

Curup, 15 Juli 2026
Pembimbing II

NIP. 199405232020121003

- Catatan : 1. Pada saat bimbingan, kartu ini harus diisi dan ditandatangani/Paraf oleh pembimbing
2. Kartu ini harus dilampirkan sebagai syarat pada saat mendaftar sidang
3. Materi bimbingan tertulis secara terinci tentang hal yang dibimbing

**Interview Guidelines on Students' Attitudes Toward Summative Assessment in the
Intensive English Course at TBI IAIN Curup**

No.	Aspect	Indicator	Sub-Indicator	Interview Questions
1	Students' Attitudes Toward Summative Assessment	1. Cognitive Attitude	1. Perception of assessment purpose	1. How do you personally understand the purpose of the summative assessment in the Intensive English Course?
				2. What do you think the lecturer or institution expects to find out from students through this assessment?
			2. Perception of learning achievement	3. To what extent do you believe that the summative assessment reflects your real English ability?
			3. Perception of skill coverage	4. Which English skills do you think were represented most clearly in the assessment, and which skills were less represented?
			4. Perception of relevance	5. How do you judge the relationship between the assessment questions and the materials taught during the Intensive English Course?
			5. Perception of fairness	6. In what ways did you feel that the summative assessment was fair or unfair for students?
			6. Perception of clarity	7. How did the clarity of the instructions, questions, and scoring

No.	Aspect	Indicator	Sub-Indicator	Interview Questions
				system influence your view of the assessment?
			7. Perception of difficulty	8. What made certain parts of the summative assessment feel easy, difficult, or challenging for you?
			8. Perception of assessment value	9. What value, if any, did the summative assessment give to your English learning?
	2. Affective Attitude		1. Emotional response before assessment	10. What emotions came to your mind when you first knew that the summative assessment would be held?
				11. What did you feel right before the assessment started, and why do you think you felt that way?
			2. Emotional response during assessment	12. How would you describe your emotional condition while working on the assessment?
				13. Which emotion was the strongest during the assessment, and what triggered it?
			3. Emotional pressure	14. What situations or factors created the most emotional pressure for you during the assessment process?
				15. How did the grade, time limit, or difficulty of the tasks affect your feelings toward the assessment?

No.	Aspect	Indicator	Sub-Indicator	Interview Questions
			4. Emotional response after assessment	16. How did your feelings change after you finished the summative assessment?
			5. Emotional response after results	17. How did your score or result affect the way you felt about yourself as an English learner?
			6. Motivation	18. How did the summative assessment influence your desire to learn English before and after the test?
			7. Self-confidence	19. In what ways did the assessment affect your confidence in using English?
		3. Conative / Behavioural Attitude	1. Preparation behaviour	20. How did your thoughts and feelings about the summative assessment influence the way you prepared for it?
			2. Study strategies	21. How did you decide whether to study alone, with friends, or with help from others?
			3. Study effort	22. How much effort did you put into preparing for the assessment, and what motivated that level of effort?
			4. Engagement or avoidance	23. Did you face any moments when you delayed, avoided, or became less motivated to prepare for the assessment? Why?
			5. Adaptation during assessment	24. How did you respond when you faced difficult questions, limited time, or

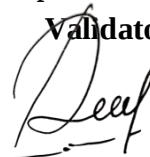
No.	Aspect	Indicator	Sub-Indicator	Interview Questions
				uncertainty during the assessment?
			6. Coping behaviour	25. What did you do to manage your emotions or pressure before and during the assessment?
			7. Behavioural impact after assessment	26. How did your experience with the summative assessment change the way you studied English afterward?

Validation Notes:

The interview guidelines were revised to make the questions clearer, more focused, and more suitable for exploring students' attitudes toward summative assessment. The validated version organizes the questions into three main aspects: cognitive attitude, affective attitude, and conative or behavioural attitude. Several questions were rephrased so that students can explain not only what they experienced, but also what they think, how they feel, and how they act before, during, and after the assessment. Overlapping or less direct questions were reduced, while important points such as assessment purpose, fairness, difficulty, emotional pressure, motivation, preparation, coping strategies, and changes in learning behaviour were made more explicit. These changes are expected to help students give deeper and more honest responses about their attitudes toward the summative assessment in the Intensive English Course.

Curup, June 11, 2026

Validator



Rizki Indra Guci, M.Pd.

APPENDIX 2
TRANSCRIPT OF THE INTERVIEW, CODING, DOCUMENTATION

TRANSCRIPT OF THE INTERVIEW

Researcher: Welinsa

LLS: High achieving informan

Researcher: Oke LLS terima kasih banyak ya sudah bersedia untuk di wawancara, jadi ini nanti seperti yang mbak bilang sama lala kemarin kalau pertanyaan wawancaranya itu tentang Intensive Course ya. Relaks aja, dan jawab sesuai pengalaman LS aja gimana IC kemarin yang mana udah di lalui sebanyak 2 kali ya. Oke pertanyaan pertama, menurutmu, sebenarnya apa sih tujuan dari ujian sumatif (UAS) di Intensive Course ini?

LLS: kalau menurut saya mba tujuan UAS itu untuk mereview ulang apa yang sudah dipelajari waktu intensive course. Jadi, kayak dari beberapa materi yang sudah diajarkan oleh tutornya. Nah, jadi kita dites untuk mereview ulang apa yang sudah dipelajari.

Researcher: Menurut kamu, kira-kira dosen atau kampus itu mau ngeliat apa sih dari diri kamu lewat UAS IC?

LLS: kalau menurut saya sih, mungkin tutornya itu kayak melihat ada tidak sih perkembangan. Karena kan Intensive Course ini diperkhususkan untuk seluruh mahasiswa Bahasa Inggris merata. Apalagi ada yang belum ada sama sekali basic Inggrisnya.

Researcher: Seberapa jauh sih kamu ngerasa ujian akhir (UAS) Intensive Course bisa ngukur kemampuan bahasa Inggris kamu yang sebenarnya?

LLS: Lumayan sih Mbak, karena kayak lumayan jauh UAS itu bisa mengukur kemampuan Bahasa Inggris. Karena kita kan jadi harus belajar lagi kan Mbak, setelah beberapa skill yang telah diajarin oleh tutornya, nanti harus belajar lagi untuk UAS. Jadi, kayak lumayan mengasah gitu. Jadi, setelah ujian atau UASnya itu, kita bisa lihat gitu kan kemampuan kita itu sudah di batas mana sih, ada perkembangan tidak sih gitu.

Researcher: Menurutmu, skill bahasa Inggris apa aja yang paling kelihatan di ujian akhir IC, dan skill apa yang menurutmu kurang dibawa?

LLS: kalau skill yang paling kelihatan di ujian akhir itu, apa ya, kalau menurut saya sih speaking yang paling kelihatan. Karena kayak dari ujian intensif itu, yang bagian speaking itu kelihatan lumayan. Siapa yang berkembang, siapa yang start disitu-situ aja, atau siapa yang jauh lebih pesat dari sebelum IC gitu. Tapi kalau skill yang kurang dibawa atau kurang kelihatan, itu kayaknya grammar. Karena kami belajar grammar itu ya grammar gitu Mbak. Tidak ada yang diaplikasikan bagaimana cara ngomongnya. Ya, bagaimana cara ngomongnya. Jadi itu ya sudah, grammar itu sebatas bagaimana kalau kita menyusun tataanan bahasa Inggris gitu. Tapi tidak diaplikasikan ke daily communication gitu.

Researcher: Menurutmu, hubungan antara soal-soal ujian sama materi yang diajarin selama pembelajaran IC itu gimana? Nyambung gak?

LLS: iya sih Mbak, materinya berhubungan dengan yang diujiankan. Terus kan kami IC itu di awal-awal semester dulu kan Mbak. Jadi, kayak setelah selesai IC, terus kami dapat mata kuliah-mata kuliah yang lain kan. Terus kami ngerasa kayak, oh inilah yang dipelajari waktu IC kemarin gitu. Kayak, oh iya, iya pernah nggak sih kita belajar waktu IC kemarin kayak gitu

Researcher: Menurutmu, ujian ini adil atau enggak buat mahasiswa? Kenapa kamu bilang gitu?

LLS: adil sih ujian ini. Karena untuk ngetes seluruh kemampuan mahasiswa kan Mbak. Kayak walaupun dia udah ada basic English, ataupun belum ada sama sekali. Jadi kayak ujian ini, ya untuk mengekspos kemampuan mereka tuh udah sejauh mana sih gitu.

Researcher: Menurutmu, seberapa jelas petunjuk, soal, dan cara penilaiannya itu? Apakah itu bikin kamu makin paham atau malah bingung?

LLS: Jelas. Soal-soal yang untuk ujian. Tapi kadang, mungkin karena kami di saat itu masih tahap belajar. Jadi, beberapa soal tuh masih banyak yang kami tanyain sama dosen, sama tutornya.

Researcher: Menurutmu, bagian mana dari ujian akhir IC yang terasa gampang, bagian mana yang susah, dan kenapa bisa gitu?

LLS: bagian yang paling ngerasa gampang tuh reading sih Mbak. Karena kayak, reading tuh kita tinggal baca gitu kan. Udah ada teksnya, terus kita juga nggak perlu mikir grammar dan lain-lain gitu. Nah, kalau yang paling susah itu grammar. Karena kayak harus mikir gitu kan.

Terus juga kayak, tetanggan bahasanya tuh nggak sama kayak bahasa Indonesia. Jadi, apa ya, kita agak kagok gitu. Karena sangat-sangat berbeda, kadang terbalik-balik gitu kan. Dan terbalik-balik pun kadang bisa berbeda arti kalau kita nyusunnya salah. Jadi, grammar memang yang paling susah. Manfaatnya tuh kayak, ayo kita harus lebih prepare.

Researcher: Menurut kamu, apa sih manfaat atau nilai lebih yang kamu dapet dari ujian ini buat belajar bahasa Inggris kamu?

LLS: manfaatnya kayak, ini Mbak. Apa ya, kan kita nggak uas tuh besok-besok diomongin. Besok, minggu depan kita UAS ya. Jadi, kita lebih prepare aja gitu. Jadi, manfaatnya tuh kayak, karena kita bakal uas nih. Jadi, kita kayak pressure kan. Jadi, mau tidak mau harus belajar gitu. Setidaknya walaupun sedikit gitu. Jadi, kayak kita terpaksa mereview ulang materi kemarin-kemarin gitu kan. Jadi, itu sih kalau untuk manfaat untuk uasnya.

Researcher: Pas pertama kali dengar bakal ada ujian sumatif (UAS) di IC, perasaan apa sih yang langsung muncul di pikiran kamu?

LLS: Pas pertama kali dengar bakal uas, itu kayak takut nilai kecil, terus pressure. Kayak nggak bisa melakukan semaksimal itu gitu kan. Karena sebenarnya bisa melakukan semaksimal itu.

Tapi, kadang malas dengan kita. Karena materi waktu IC itu kan banyak ya, apalagi kayak grammarnya tuh kayak bertubi-tubi gitu kan. Jadi, kalau waktu UTS tuh masih beberapa materi aja tuh. Tapi kalau uas tuh kan udah mencapai dari awal sampai akhir. Jadi, kayak lumayan pressure.

Researcher: Waktu mau ujian dimulai, kamu merasa gimana? Kira-kira kenapa kamu merasa seperti itu?

LLS: Waktu mau ujian dimulai, kamu merasa gimana? Kira-kira kenapa kamu harusnya? Rasanya tuh kayak pressure, tapi tuh kayak excited gitu nambah. Kayak ujian gitu kan.

Karena apa ya? Karena kita ngerasa kalau kita prepare, kita siap aja gitu untuk ujian. Dan walaupun kadang kita tidak se-prepare itu, tapi kalau kita memperhatikan saat tuturnya menjelaskan di IC tuh, sangat amat ngaruh sih. Jadi, kayak lebih excited aja gitu. Kayak, ih berapa ya nilai emak lah tuh.

Researcher: Coba ceritain, gimana kondisi perasaan atau mood kamu pas lagi ngerjain ujian tersebut?

LLS: Moodnya tuh kayak, tegang, tapi kayak excited juga sih nambah. Kalau aku sih, excited. Kalau ujian tuh kayak, seru aja. Apalagi pas nilainya bagus. Terus apalagi kayak, setelah ujian, itu tuh kayak, kami bahas gitu. Kayak, ih kamu apa nomor dua belas tadi? Kamu apa gitu sih? Seru. Kalau kataku.

Researcher: Dari semua perasaan yang muncul, mana yang paling kuat pas ujian? Dan kira-kira apa sih pemicunya?

LLS: Yang paling kuat sih, ini sih, excited sih nambah. Karena kayak, seru aja gitu nambah. Itu micunya ya karena, kita, karena aku InsyaAllah memperhatikan, benar-benar memperhatikan tuturnya saat lagi ngajarin materi. Jadi kayak, walaupun tidak direview ulang, juga InsyaAllah bakal paham. Karena, ya kalau kita perhatiin, bakal lengket di kepala gitu sih nambah. Excited aja kayak tidak sabar mengenal, apa ya, pertamanya tuh kayak tegang. Tapi setelah, setelah dikerjain kayak enjoy.

Researcher: Menurutmu, situasi atau hal apa yang paling bikin kamu merasa tertekan secara emosional selama proses ujian?

LLS: yang paling bikin tertekan secara emosional tuh, waktunya sih nambah. Karena kayak, misal kita, apa gitu ya, kayak kalau pilihan ganda kan gampang lah ya, cepet kita ngisinya walaupun waktunya mepet. Tapi kalau esai, atau disuruh nulis cerita, kan ada tuh kami disuruh bikin kayak esai, tapi tentang ada ditentukan temanya apa gitu kan. Nah itu tuh yang bikin pressure.

Researcher: Menurut kamu, apakah nilai, batas waktu, atau tingkat kesulitan soal itu sangat mempengaruhi perasaanmu terhadap ujian ini?

LLS: yang bikin pressure tuh, ini sih mbak, deadline waktunya. Kayak gitu aja sih mbak. Karena kayak, sebenarnya kami tuh bisa melaksanakan semaksimal mungkin. Tapi karena ada batasan waktu, jadi kami kayak, apa ya, nggak bisa mengasih yang terbaik gitu. Jadi kayak diburuh-buruhin gitu kan, jadi kayak blunder. Jadi, nggak maksimal lah gitu hasilnya. Mungkin kalau dikasih waktu yang lebih banyak, mungkin nilainya bakal lebih bagus.

Researcher: Setelah kamu selesai mengerjakan ujian, perasaan kamu berubah gak? Jadi gimana?

LLS: Setelahnya lega sih mbak. Kayak gitu. Kayak, akhirnya sudah melewati satu ujian. Karena biasanya kami kayak, dipisah gitu mbak. Misalnya speaking kayak, kayak apa gitu, nah di hari ini, speaking ke hari ini, misalnya kayak gitu. Jadi kayak udah ngerasa satu-satu terlewati.

Researcher: Pas tahu nilai atau hasil ujian kamu, apakah itu mempengaruhi perasaanmu tentang diri kamu sebagai pembelajar bahasa Inggris?

LLS: Ngaruh sih mbak. Karena kayak, ketika kita ngelihat tuh kayak, oh berarti misalnya kalau nilai kita lebih kecil dari teman-teman yang lain tuh kayak, oh berarti kurangnya di sini, kurangnya di sini. Tapi kalau nilai kita lebih tinggi tuh kayak, oh berarti, aku tuh bisa lho, maksimal di sini, aku tuh berarti skill-nya condong ke sini gitu. Jadi kayak lebih percaya diri gitu. Misalnya kayak nilai kita lebih tinggi di speaking, atau di mana gitu. Jadi kayak lebih percaya diri waktu, pas speaking gitu.

Researcher: Menurutmu, ujian akhir(UAS) IC mempengaruhi keinginan kamu buat belajar bahasa Inggris, baik sebelum atau sesudah ujian?

LLS: Sangat mempengaruhi sih mbak sebenarnya, uas untuk intensive course tuh. Tapi, kadang beberapa mahasiswa tuh, termasuk aku ya, itu jadi tidak, jadi turun keinginan, buat pengen belajar bahasa ini, bahasa inggrisnya tuh. Karena, lingkungannya mempengaruhi sih mbak. Karena kayak, mungkin ada kelas yang aktif untuk, misalnya tertariknya belajar speaking, eh belajar bahasa inggrisnya, di skill speaking. Tapi karena lingkungannya tidak, mendukung gitu. Jadi kayak, akhirnya tidak terlaksana. Jadi kurang gitu. Sebenarnya ada keinginan, tapi, lingkungannya tidak mendukung gitu mbak. Nah sedangkan, di kelas-kelas lain tuh ada yang aktif, ada juga yang tidak gitu. Nah sekebetulan lah tuh, dapat di kelas yang tidak aktif untuk speaking. Jadi, motivasi untuk berbicara bahasa inggris tuh kurang. Jadi menurun maksudnya.

Researcher: Menurutmu, ujian akhir IC itu ngaruh gak ke rasa percaya diri kamu dalam pake bahasa Inggris? Jadi gimana?

LLS: Sangat mengaruh sih mbak. Karena kayak, apalagi waktu nilai kita udah keluar gitu. Jadi pas, misalnya nilai kita tinggi, dan memuaskan lah gitu. Jadi kita lebih percaya diri aja sih kayak gitu.

Researcher: Gimana sih perasaan dan pikiran kamu tentang ujian ini mempengaruhi cara kamu mempersiapkannya?

LLS: Sangat berpengaruh sih mbak. Karena kayak, semakin kita prepare, itu bakal semakin tenang, dan semakin percaya diri. Tapi kalau semakin, kita tidak ada prepare sama sekali, itu bakal semakin gugup, degang, takut. Kayak, takut tapi tetap tidak ada prepare gitu.

Researcher: Pas mau belajar, gimana sih kamu mutusin mau belajar sendiri, sama temen, atau minta bantuan orang lain?

LLS: Biasanya kalau belajar tuh, lebih enak, kalau menurut ku ya mbak, , lebih enak belajar sendiri. Karena, sebenarnya enak juga, kalau belajar sama temen gitu. Tapi karena, kita tidak ada waktu sih, untuk belajar bareng. Dan juga, sepertinya lingkungan temen sekelas tuh, tidak mendukung untuk belajar bareng. Jadi yaudah. Dan menurutku juga emang lebih masuk belajar sendiri sih, lebih fokus.

Researcher: Seberapa besar usaha yang kamu keluarin buat belajar? Terus, apa sih yang bikin kamu semangat belajar sebesar itu?

LLS: Sebenarnya kalau untuk belajar, untuk UAS ya mbak, itu enggak sebesar itu sih. Karena, menurutku itu lebih efektif, jauh, jauh-jauh-jauh sangat lebih efektif, kalau kita lebih memperhatikan saat dosen ngajar. Jadi kita, lebih fokus saat belajar, waktu materi itu diajarkan, daripada, kita tuh, belajar ulang. Jadi kayak, kalau kita lebih memperhatikan, walaupun tidak terlalu, giat banget belajar untuk uas, nanti bakal tetap masuk kok gitu. Apa sih yang membuat kamu semangat belajar? Sebenarnya, apa ya? Kayaknya tidak terlalu besar sih semangat, untuk belajar sendiri gitu. Tapi kalau buat belajar di kelas, iya, lebih semangat.

karena kayak pengen aja gitu, bisa bahasa Inggris, dengan lancar dan baik.

Researcher: Apakah ada saat-saat di mana kamu suka nunda-nunda, males, atau menghindari belajar buat ujian ini? Kira-kira kenapa?

LLS: Ini menurutku, iya sih. Kayak, sering banget malahan, nunda-nunda, males, atau menghindari belajar. Karena, apa ya, aku tu kayak merasa, udah cukup belajar waktu, diajarin di kelas. Jadi kayak, kalau belajar untuk ujian lagi tuh, untuk mengulas ulang, itu kayak lebih sedikit gitu motivasinya. Karena kayak, ya kan udah belajar gitu, udah paham lah insyaAllahnya gitu. Jadi kayak, gak mau belajar lagi gitu.

Researcher: Pas kamu nemuin soal yang susah, waktu hampir habis, atau lagi bingung, gimana sih cara kamu nyikapinnya?

LLS: Biasanya aku tuh, ngerjain soal yang mudah-mudah dulu. Nanti kalau ada yang susah, baru ditanyain ke dosen, misalnya kurang paham cara ngerjainnya. Atau kalau nemuin soal yang susah, iya usaha sepahamnya aja ngerjainnya. Atau kalau misalnya, iya paham, waktu nya mau habis dan gak paham sama sekali, iya random aja milih. Karena kan beberapa, pasti dari banyak soal tuh, tidak semuanya kan, yang, apa namanya, yang susah. Jadi kayak, satu soal gak terjawab juga, tidak mempengaruhi segalanya.

Researcher: Apa sih yang kamu lakuin buat ngatur perasaan atau stres sebelum dan pas ujian berlangsung

LLS: Sebenarnya, kalau aku sih, gak se-stress, atau se-gugup itu, atau se-nervous itu, untuk ujian. Karena, apa ya, kayak, percaya, dan yakin bahwa, kalau semuanya bakal terlewati. Jadi kayak, ya kayak gitu sih, yang bikin, biar lebih relax gitu. Pasti bakal terlewati, pasti bakal terlewati. Dan juga, kayak, kalau misalnya, nilai kita kecil di sini, bukan berarti gagal untuk segalanya. Namanya juga belajar, gitu aja. Jadi kayak, gak terlalu diambil pusing.

Researcher: Setelah ngalamin ujian akhir IC, apakah cara kamu belajar bahasa Inggris jadi berubah? Jadi kayak gimana?

LLS: Setelah belajar IC itu, lebih ngerasa kalau kayak, kosa kata sehari-hari itu lebih penting, daripada kosa kata yang lain. Karena kayak, kita bakal, karena kan, yang kita komunikasiin tuh, komunikasiin ke orang tuh ya, everyday life kan, kayak daily activity, daily routine. Jadi kayak, di situ, di IC itu kita belajar semua tentang itu, kayak tentang family, ya walaupun basic ya, kayak tentang family, terus hometown, apa gitu, habit, daily activity, daily routine gitu. Itu kayak, sangat ngaruh. Jadi kayak, ternyata yang bikin berubah tuh ya, karena di IC banyak mempelajari, tentang daily conversation, jadi kayak, itu sangat, jadi kayak pengen lebih banyak belajar tentang, daily conversation.

Researcher : Welin

Mahasiswi AAP: High achieving informan

Researcher: Assalamu'alaikum AAP, terima kasih ya sebelumnya sudah bersedia untuk di wawancara sama mba, oke jadi pertanyaannya nanti adalah tentang Students Attitude in the Intensive Course in Summative Assessment gitu, total pertanyaan ada 26, relax saja jawabnya ga perlu buru-buru, karena ini pertanyaan seputar Intensive Course yang mana angkatan 2023 itu sudah 2 kali ya melakukan IC betul? Nah, pas banget silakan jawab sesuai pengalaman yang pernah di alami yaa, oke pertanyaan pertama langsung saja ya, Menurut kamu, Menurutmu, sebenarnya apa sih tujuan dari ujian sumatif (UAS) di Intensive Course ini?

AAP: Iya betul sekali mbak, baik menurut saya, tujuan dari ujian Sumatif adalah untuk mengetes sejauh mana kemampuan kita berkembang dari Intensive Course ini melalui UAS yang dilakukan. Gitu mbak.

Researcher: oke kita lanjut ya, Menurut kamu, kira-kira dosen atau kampus itu mau ngeliat apa sih dari diri kamu lewat UAS IC?

AAP: Yang pertama, melihat bagaimana cara kita memahami soal, memecahkan soal, bagaimana cara kita menyelesaikan soal. Nah, itu dilihat sehingga nanti skor akhirnya bisa terlihat apakah kita punya perkembangan yang signifikan dari Intensive Course yang telah dilakukan.

Researcher: Seberapa jauh sih kamu ngerasa ujian akhir (UAS) Intensive Course bisa mengukur kemampuan bahasa Inggris kamu yang sebenarnya?

AAP: Untuk seberapa jauh saya merasa ujian UAS Intensive Course ini bisa mengukur kemampuan saya, menurut saya ini cukup signifikan sekali dalam Intensive Course sendiri karena saya bisa mengetahui apakah saya punya perkembangan dari awal Intensive Course sampai akhir Intensive Course. Sehingga saya bisa melihat dari nilai-nilai yang telah saya kumpulkan, dari latihan-latihan yang telah dilakukan dalam IC ini, dan saya jadi tahu bahwa saya mempunyai perkembangan dalam skill seperti Reading atau Writing.

Researcher: Menurutmu, skill bahasa Inggris apa aja yang paling kelihatan di ujian akhir IC, dan skill apa yang menurutmu kurang dibawa?

AAP: Yang paling kelihatan di ujian akhir, menurut saya itu di bagian Listening, Reading, dan juga Writing, menurut saya punya perkembangan yang cukup signifikan bagi saya sendiri. Apalagi banyak juga proses pembelajaran yang membantu saya untuk meningkatkan kemampuan saya di tiga skill itu. Untuk Speaking Skills sendiri, saya cukup merasa bahwa saya mempunyai perkembangan di vocabulary yang cukup banyak.

Researcher: Menurutmu, hubungan antara soal-soal ujian sama materi yang diajarin selama pembelajaran IC itu gimana? Nyambung gak?

AAP: Menurut saya nyambung, apalagi dosen pengajarnya cukup kreatif dengan menggabungkan atau mengkombinasikan beberapa metode saja seperti tidak monoton, dan kami

juga mempunyai modul saja yang saya cukup membantu untuk proses belajar sehingga tidak terlalu boring dan tidak terlalu garing.

Researcher: Menurutmu, ujian ini adil atau enggak buat mahasiswa? Kenapa kamu bilang gitu?

AAP: Menurut saya adil karena semuanya sama rata, semuanya dapat soal Reading, semuanya dapat soal Writing, semuanya dapat metode dan treatment yang sama, jadi menurut saya ini sangat adil sekali, apalagi ini kan untuk mengetes kemampuan mahasiswa ya, jadi sama rata gitu loh, di pokoknya tidak ada yang dipindah-pindahkan.

Researcher: Menurutmu, seberapa jelas petunjuk, soal, dan cara penilaiannya itu? Apakah itu bikin kamu makin paham atau malah bingung?

AAP: Petunjuk soalnya cukup, instruksinya cukup jelas, karena memang dari awal dosen pengajarnya sendiri sudah menjelaskan tata cara pengerjaan soal-soal dan bagaimana rules-nya, jadi selama kita mengikuti instruksi yang benar dari dosen pengajarnya, menurut saya tidak sulit untuk memahami instruksi dari soal-soal tersebut. Dan cara penilaian juga cukup fair, karena memang dihitungnya tuh memang ya begitu

Researcher: Menurutmu, bagian mana dari ujian akhir IC yang terasa gampang, bagian mana yang susah, dan kenapa bisa gitu?

AAP: yang gampang kayaknya bagian vocabulary dan reading, yang susah itu bagian grammar dan writing. Karena kalo writing itu kan pake grammar susah nyusun kalimat dan idenya.

Researcher: Menurut kamu, apa sih manfaat atau nilai lebih yang kamu dapet dari ujian ini buat belajar bahasa Inggris kamu?

AAP: Menurut saya nilai lebihnya adalah saya jadi tahu kalau memang kemampuan saya di nilai tersebut, jadi saya bisa membandingkan nilai saya dengan nilai-nilai sebelumnya, apakah memang ada kemajuan, perkembangan dan lain-lain. Kalau memang dirasa saya kekurangan di skill ini, saya bisa mempelajari lebih tekun di skill tersebut untuk pengembangan diri saya sendiri, jadi menurut saya manfaatnya sungguh terasa sekali bagi saya.

Researcher: Pas pertama kali dengar bakal ada UAS di IC, perasaan apa sih yang langsung muncul di pikiran kamu?

AAP: Saya ada rasa deg-degan, gugup dan juga rasa takut akan kegagalan itu ada, tapi yang pasti saya sendiri, menurut pendapat saya sendiri, saya cukup yakin dengan kemampuan saya untuk menempatkan nilai yang bagus, karena selama intensive course berlangsung, performa saya dalam pembelajaran selama les itu menurut saya sudah baik sekali, jadi saya walaupun agak gugup, tapi saya yakin dengan diri saya sendiri dan saya percaya diri.

Researcher: Waktu mau ujian dimulai, kamu merasa gimana? Kira-kira kenapa kamu merasa seperti itu?

AAP: Waktu mau ujian dimulai, saya masih gugup, deg-degan dan rasanya seperti ingin cepat pulang. Tapi penasaran juga gimana bentuk soalnya nanti bakal gimana sih.

Researcher: Coba ceritain, gimana kondisi perasaan atau mood kamu pas lagi ngerjain ujian tersebut?

AAP: Perasaan saya ya campur aduk, saya ingin cepat-cepat pulang saja

Researcher: Dari semua perasaan yang muncul, mana yang paling kuat pas ujian? Dan kira-kira apa sih pemicunya?

AAP: Dari semua perasaan yang muncul, yang paling kuat adalah rasa deg-degannya, dan rasa gugupnya saja sih, habis itu sudah. Terus, pemicunya apa? Pemicunya karena saya takut gagal. Tapi saya yakin, tapi saya takut gagal saja.

Researcher: Menurutmu, situasi atau hal apa yang paling bikin kamu merasa tertekan secara emosional selama proses ujian?

AAP: Menurut saya yang paling buat saya merasa tertekan itu karena banyak grammar yang tidak saya tahu, jadi saya takut kalau misalkan di writing itu saya takut salah grammar, apalagi bentuk soalnya itu bentuknya seperti mengisi kotak-kotak kosong, tentulah dari sebuah cerita, melengkapi gitu loh, dan saya takut grammar saya itu salah. Tapi kalau untuk prosesnya saya oke banget, asli.

Researcher: Menurut kamu, apakah nilai, batas waktu, atau tingkat kesulitan soal itu sangat mempengaruhi perasaanmu terhadap ujian ini?

AAP: Untuk nilai batas waktu atau tingkat kesulitan soal itu, ya cukup mempengaruhi sih, tapi kalau untuk senilai, kriteria penilaiannya menurut saya masih fair, jadi nggak terlalu buat gugup lah ya, tapi ada sih takut sedikit. Terus batas waktunya, saya rasa 90 menit itu waktu yang cukup lama untuk mengerjakan soal, jadi saya punya banyak waktu, sehingga saya tidak terlalu memikirkan tenggat waktu yang diberikan, tapi lebih ke bagaimana cara saya menyelesaikan soal. Jadi mungkin kesulitan soal yang sangat mempengaruhi perasaan saya apalagi, kalau soalnya itu yang berkaitan dengan grammar, seperti pas di writing ataupun, ya seperti di writing-writing, writing itu kan paling banyak kena grammar ya.

Researcher: Setelah kamu selesai mengerjakan ujian, perasaan kamu berubah gak? Jadi gimana?

AAP: Perasaan saya setelah menyelesaikan ujian itu rasanya kayak takut gagal, tapi yaudah yang sudah, ya sudah gitu loh. Dan saya merasa kayak nggak perlu lagi mengingat-ingat hal yang sudah terjadi, jadi kun faya kun ajalah, terjadi maka terjadilah, kita serahkan kepada Tuhan.

Researcher: Pas tahu nilai atau hasil ujian kamu, apakah itu mempengaruhi perasaanmu tentang diri kamu sebagai pembelajar bahasa Inggris?

AAP: Terus pas tahu nilai keluar itu, kalau nilainya tinggi saya senang banget, kayak ada rasa kepuasan dan bangga terhadap diri sendiri, kalau misalkan pas nilai saya rendah, saya merasa

kecewa dengan diri saya, mood saya jadi turun, dan biasanya saya punya motivasi lebih banyak lagi untuk belajar, walaupun motivasinya hanya muncul saat itu doang.

Researcher: Menurutmu, ujian akhir(UAS) IC mempengaruhi keinginan kamu buat belajar bahasa Inggris, baik sebelum atau sesudah ujian?

AAP: Iya mempengaruhi keinginan belajar bahasa Inggris lebih banyak lagi gitu loh, tapi ya namanya manusia ya kadang-kadang ada, kadang-kadang nggak gitu loh motivasinya.

Tapi waktu melihat nilai rendah, pengen termotivasi banget untuk belajar, langsung buka web of grammar dan lain-lain, tapi cuma sebuah buka doang.

Researcher: Menurutmu, ujian akhir IC itu ngaruh gak ke rasa percaya diri kamu dalam pake bahasa Inggris? Jadi gimana?

AAP: Kalau kepercayaan diri nggak juga ya, karena saya percaya diri terus, karena pronunciation saya bagus, jadi kayak ujian akhirnya itu nggak terlalu ngaruh ke diri saya, tapi ngaruh ke otak saya lah. Jadi ngaruh dong? Iya, ngaruhnya ke otak, karena saya pusing gitu loh, kayak kenapa saya nilainya rendah di bagian ini, padahal saya tahu jelas kalau misalkan kekurangan saya itu memang di sini gitu loh. Cuman kalau untuk merasa percaya dirinya yang kurang nggak sih, saya over-pede malah.

Researcher: Gimana sih perasaan dan pikiran kamu tentang ujian ini mempengaruhi cara kamu mempersiapkannya?

AAP: Perasaan dan pikiran saya waktu tahu bakal ada UAS IC di hari tersebut adalah sehari-hari harus mempersiapkan lebih banyak gitu loh, apalagi saya tipikal orang yang pokoknya harus prepare banget, kayak misalkan dari skala 1-10 teman-teman yang lain itu mempersiapkan dari skala 7 ataupun 8, saya harus skala 11. Walaupun nanti di result-nya hasilnya tetap sama, kayak teman-teman yang belajar di skala 7 atau 8. Dan itulah yang menjadi kelemahan saya, karena saya terlalu over-thinking dengan hasil yang belum tentu, jadi saya mempersiapkan lebih banyak dengan materi-materi yang beribu juga, sehingga itu yang membuat saya lemah dalam beberapa topik ataupun materi yang telah diajarkan di IC.

Jadi saking over-thinking-nya, mempelajari hal-hal yang tidak akan keluar di IC tersebut, walaupun kadang memang ada kisah-kisahnya, tapi kan pengen totalitas. Jadi itulah masalahnya.

Researcher: Pas mau belajar, gimana sih kamu mutusin mau belajar sendiri, sama temen, atau minta bantuan orang lain?

AAP: Untuk belajar itu, ya pasti belajar sendiri adalah waktu yang paling banyak saya habiskan untuk mempersiapkan IC ini. Jadi saya paling banyak belajar sendiri. Dan setelah sampai di kampus yang otomatis pasti datangnya lebih awal dari waktu tes tersebut, saya pasti selalu belajar dengan teman-teman saya, seperti misalkan sharing notes satu sama lain, catatannya atau catatan-catatan yang kurang atau enggak, jadi kita bisa saling belajar dari buku catatan masing-masing. Dan saya pasti melakukan lempar tanya-jawab sama minimal satu orang teman, gitu loh,

yang akan saya ajak belajar. Karena menurut saya itu efektif untuk membantu saya mengingat lebih jelas tentang materi atau topik yang nanti akan keluar di hasil soal IC. Itu yang paling efektif adalah untuk lempar tanya-jawab bersama teman.

Researcher: Seberapa besar usaha yang kamu keluarin buat belajar? Terus, apa sih yang bikin kamu semangat belajar sebesar itu?

AAP: menurut saya, kalau seberapa besar usaha saya untuk belajar itu, menurut saya besar sekali ya effort yang dikeluarkan untuk belajar, karena karena apa ya, karena yang pasti kita kurang motivasi juga. Kayak, udah down duluan dengan kisi-kisi yang telah berikan, soalnya tentang ini, tentang ini. Jadi kayak, kesulitannya itu adalah di motivasi belajar. Tapi nanti setelah ulangan, motivasinya baru ada, gitu loh. Jadi sebelum ulangan, motivasinya gak ada. Makanya effort yang besar itu dikeluarkan ketika mempersiapkan ujian IC. Itu adalah motivasi penting belajar.

Researcher: Apakah ada saat-saat di mana kamu suka nunda-nunda, males, atau menghindari belajar buat ujian ini? Kira-kira kenapa?

AAP: Iya. Saya sangat sering menunda-nunda pembelajaran secara h- deadline. Terus, saya juga suka males dan menghindar belajar ujian. Biasanya sistem SKS, kebut semalam, walaupun detik-detik terakhir itu lebih totalitas belajarnya. Saya lebih efisien. Jadi, menunda-nunda pun gak apa-apa. Karena saya tipikal orang yang lupa sekejap. Jadi, mending ingat sebentar dan lupa selamanya. Saya gitu. Terus, cara saya adalah dengan menyerahkannya kepada Allah SWT. Jadi, saya mengikuti kata hati saya.

Researcher: Pas kamu nemuin soal yang susah, waktu hampir habis, atau lagi bingung, gimana sih cara kamu nyikapinnya

AAP: Kalau memang nemuin soal yang susah, saya akan baca lagi. Terus, melihat kisi-kisi. Lihat soal-soal yang sudah saya kerjakan di atas. Setelah itu, saya coba... kemungkinan jawaban yang mungkin bisa saya gunakan. Tapi, kembali lagi, kalau memang waktunya tinggal sedikit, saya sudah siap menyerahkannya kepada Tuhan Yang Maha Esa.

Researcher: Apa sih yang kamu lakuin buat ngatur perasaan atau stres sebelum dan pas ujian berlangsung?

AAP: kalo saya berusaha untuk mengerjakan dengan tenang walaupun sebenarnya mau panic, tarik nafas dan baca soal dengan baik sebelum mengerjakan

Researcher: Setelah ngalamin ujian akhir IC, apakah cara kamu belajar bahasa Inggris jadi berubah? Jadi kayak gimana?

AAP: Kalau untuk cara saya belajar bahasa Inggrisnya jadi berubah, sebenarnya gak ada. Gak berubah yang berubah banget. Tapi, ada beberapa website-website yang saya tahu pas belajar di

IC. Ataupun metode pelajaran seperti pakai kahoot dan lain-lain itu ketemunya di IC. Dan juga metode mengisi beberapa soal dengan gaya belajar atau style yang baru.

Researcher: Welinsa

Mahasiswi MSN: High achieving informan

Researcher: : Assalamu'alaikum MSN. Sebelumnya terima kasih banyak ya sudah bersedia untuk di wawancara, jadi ini nanti seperti yang mbak bilang sama MSN kemarin kalau pertanyaan wawancaranya itu tentang Intensive Course ya. Relaks aja, dan jawab sesuai pengalaman kamu aja gimana IC kemarin yang mana udah di lalui sebanyak 2 kali ya. Oke langsung saja kita ke pertanyaan pertama ya. Menurutmu, sebenarnya apa sih tujuan dari ujian sumatif (UAS) di Intensive Course ini?

MSN: Menurut saya tujuan UAS IC itu adalah untuk melihat sejauh mana mahasiswa mahasiswa memahami dan menguasai materi dalam bahasa Inggris yang sudah dipelajari sama IC itu sendiri dan juga untuk mengasah lebih dalam lagi skill-skill yang belum dipelajari lalu menjadi alat evaluasi terhadap hasil pembelajaran mahasiswa

Researcher: Okee selanjutnya pertanyaan kedua, Menurut kamu, kira-kira dosen atau kampus itu mau ngeliat apa sih dari diri kamu lewat UAS IC?

MSN: Untuk soal nomor dua itu, dosen maupun kampus itu sepertinya mau melihat kemampuan bahasa Inggris mahasiswa seperti pemahaman dalam grammar, verb ataupun kemampuan dalam skill seperti listening, speaking, writing, reading ya kemampuan-kemampuan skill yang digunakan secara benar sesuai dengan materi yang telah diajarkan dalam IC itu sendiri.

Researcher: Oke selanjutnya pertanyaan ketiga, Seberapa jauh sih kamu ngerasa ujian akhir (UAS) Intensive Course bisa mengukur kemampuan bahasa Inggris kamu yang sebenarnya?

MSN: Menurut saya UAS cukup mampu mengukur kemampuan bahasa Inggris saya tapi belum sempurna. Kalau ujian-ujian seperti soal-soal tertulis itu lebih banyak mengukur kemampuan akademik saya tetapi sedangkan skill seperti speaking atau communication itu saya langsung belum tergambar secara maksimal.

Researcher: Menurutmu, skill bahasa Inggris apa aja yang paling kelihatan di ujian akhir IC, dan skill apa yang menurutmu kurang dibawa atau kelihatan?

MSN: Skill bahasa Inggris yang paling kelihatan di IC itu mungkin writing ya karena pemahaman dalam grammar, vocabulary, dan lain-lain itu mungkin cukup menguasai sedangkan skill yang kurang dibawah disini yaitu speaking karena dalam communication banyak yang salah dan juga verb yang kurang menguasai juga kadang-kadang apalagi dibatasi oleh waktu.

Researcher: menurutmu, hubungan antara soal-soal ujian sama materi yang diajarin selama pembelajaran IC itu gimana? Nyambung gak?

MSN: Menurut saya hubungan antara soal ujian dengan materi pembelajaran selama di IC iitu nyambung karena setiap sudah satu materi atau satu pembahasan pasti setelah itu ada latihan atau

ada quiz ataupun yang lainnya jadi ketika ujian pasti kami sudah tahu, sudah memahami materinya karena sudah ada latihan-latihannya dan sejauh ini juga belum ada juga tidak pernah ada materi atau soal yang tiba-tiba muncul di ujian padahal itu belum dibelajari.

Researcher: Menurutmu, ujian ini adil atau enggak buat mahasiswa? Kenapa kamu bilang gitu?

MSN: Menurut saya itu ujian cukup adil karena semua mahasiswa kan mengerjakan soal ataupun tes yang sama dan dimiliki dengan standar yang sama apalagi kalau sudah ujian juga itu nilainya itu selalu transparan jadi kita tahu misalnya ada kecurangan ataupun salah mengoreksi itu kita bisa bilang ke tutornya jadi saya rasa itu cukup adil juga karena selama penilaian itu sangat transparan.

Researcher: Menurutmu, seberapa jelas petunjuk, soal, dan cara penilaiannya itu? Apakah itu bikin kamu makin paham atau malah bingung?

MSN: Menurut saya petunjuk pengerjaan dan soal itu sudah sangat jelas sehingga tidak ada lagi mengalami banyak kesulitan saat mengerjakan dan walaupun ada ketidakpahaman biasanya juga sudah dijelaskan di awal lalu untuk informasi mengenai kriteria penilaian itu juga selalu dibilang dari awal jadi itu sudah cukup paham dan cukup jelas

Researcher: Menurutmu, bagian mana dari ujian akhir IC yang terasa gampang, bagian mana yang susah, dan kenapa bisa gitu?

MSN: yang susah pada ujian akhir IC itu pada saat speaking, karena adanya keterbatasan waktu itu kan pada saat speaking jadi kadang panik, lalu kata yang diajarkan kadang pronunciation salah lalu penguasaannya juga kurang maksimal lalu yang menurut saya gampang mungkin di writing dan reading karena kan kita bisa lebih tenang dan juga sering dilatih selama pembelajaran walaupun speaking juga sering dilatih makanya kalau reading dan writing itu kadang lebih mudah memahaminya

Researcher: Menurut kamu, apa sih manfaat atau nilai lebih yang kamu dapet dari ujian ini buat belajar bahasa Inggris kamu?

MSN: Menurut saya UAS sangat membantu dalam mengetahui kemampuan Bahasa Inggris yang saya miliki dan yang saya kuasai bagian mana yang perlu ditingkatkan dan sebagai bentuk evaluasi saya juga untuk terus meningkatkan skill dalam Bahasa Inggris saya terus hasil ujiannya juga itu menjadi motivasi untuk saya untuk belajar lebih baik lagi terutama pada bidang atau skill yang belum maksimal.

Researcher: Pas pertama kali dengar bakal ada ujian sumatif (UAS) di IC, perasaan apa sih yang langsung muncul di pikiran kamu?

MSN: Pertama kali mendengar pada UAS IC itu pastinya merasa nervous dan sedikit kekhawatiran karena keinginan untuk mendapatkan hasil yang baik dan ingin memaksimalkan

diri itu kan pasti ada jadi pasti ada ketakutan kalau tidak maksimal terus takut kecewa juga, tapi itu juga sebagai bentuk kemotivasi dan mempersiapkan diri secara lebih maksimal lagi.

Researcher: Waktu mau ujian dimulai, kamu merasa gimana? Kira-kira kenapa kamu merasa seperti itu?

MSN: Ketika menjalankan ujian dimulai itu perhatiannya itu cukup tegang dan juga nervous takut ada soal yang sulit, karena takut juga materi yang tidak dikuasai takut belum memaksimalkan diri, takut persiapannya itu belum maksimal.

Researcher: Coba ceritain, gimana kondisi perasaan atau mood kamu pas lagi ngerjain ujian tersebut?

MSN: Saat menjalankan ujiannya awalnya itu pasti nervous, tapi berusaha sama-sama pun mungkin untuk tetap tenang dan menjalankannya tetap maksimal terus, kalau misalnya di akhir-akhir itu sudah tidak fokus lagi karena kadang dikerja dengan waktu dan kalau melihat teman kadang ada yang sudah selesai, pokoknya di akhir-akhir itu sudah tidak fokus lagi Nervous ya, karena ingin memaksimalkan diri dalam hal tersebut jadi kadang dalam terbatasan waktunya, mengerjakan soalnya tiba-tiba tidak fokus lagi

Researcher: : Dari semua perasaan yang muncul, mana yang paling kuat pas ujian? Dan kira-kira apa sih pemicunya?

MSN: nervous banget sih, pemicunya karena udah overthinking duluan takut ga maksimal

Researcher: Menurutmu, situasi atau hal apa yang paling bikin kamu merasa tertekan secara emosional selama proses ujian?

MSN: situasi yang paling merasa tertekan saat ujian itu pada saat adanya terbatasan waktu yang membuat tidak maksimal karena dikerja dengan waktu, jadi tidak fokus lagi itu sudah membuat ada pressure tersendiri terus fokus jadi pecahkan, jadi semuanya tidak berjalan dengan lancar karena sudah panik itu tadi

Researcher: Menurut kamu, apakah nilai, batas waktu, atau tingkat kesulitan soal itu sangat mempengaruhi perasaanmu terhadap ujian ini?

MSN: ya benar sekali itu semuanya sangat mempengaruhi kalau nilai itu membuat jadi ingin mendapatkan hasil yang terbaik dan memaksimalkan kalau batas waktu itu membuat jadi lebih tegang, jadi lebih nervous lagi dan tingkat kesulitan soal juga mempengaruhi merasa pede kita saat ujian di IC

Researcher: Setelah kamu selesai mengerjakan ujian, perasaan kamu berubah gak? Jadi gimana?

MSN: yang berubah itu ada setelah selesai ujian itu lebih merasa lega karena bukan sudah berkurang tetapi tetap overthinking apalagi ketika tes tertulis ya, itu pasti overthinking terus

memikirkan soal-soal yang tadinya itu kayak itu benar nggak ini, benar nggak ini, terus langsung koreksi soal-soal yang diingat tapi kadang tidak tenang juga setelah ujian karena masih overthinking dengan nilai

Researcher: Saat tahu nilai atau hasil ujian kamu, apakah itu mempengaruhi perasaanmu tentang diri kamu sebagai pembelajar bahasa Inggris?

MSN: ya pasti ada karena kalau nilainya itu baik, pastinya kita jadi lebih pede lagi lebih termotivasi lagi tapi kalau kurang memuaskan itu biasanya jadi kadang kecewa kalau misalnya persiapannya itu sangat maksimal terus hasilnya nggak maksimal itu kadang kecewa tapi tidak menentu kemungkinan itu untuk menjadi bahan evaluasi dan juga tetap belajar lebih maksimal lagi.

Researcher: Menurutmu, ujian akhir(UAS) IC mempengaruhi keinginan kamu buat belajar bahasa Inggris, baik sebelum atau sesudah ujian?

MSN: Menurut saya iya karena sebelum ujian saya lebih memaksimalkan diri lebih mempersiapkan diri terus setelah ujian juga kadang lebih sadar ada beberapa kemampuan yang belum maksimal dan yang perlu ditingkatkan lagi terus termotivasi untuk belajar lagi jadi sangat mempengaruhi keinginan untuk lebih belajar Bahasa Inggris lagi

Researcher: : Menurutmu, ujian akhir IC itu ngaruh gak ke rasa percaya diri kamu dalam pake bahasa Inggris? Jadi gimana?

MSN: menurut saya sangat berpengaruh karena kalau misalnya hasilnya itu bagus pasti membuat kita itu lebih pede terus juga puas dengan hasil yang sudah kita persiapkan sebelumnya apalagi di speaking ya karena itu yang paling kelihatan ya skillnya terus kalau misalnya hasil ujian itu nggak bagus pasti kita kadang jadi badmood apalagi misalnya udah mempersiapkan semaksimal mungkin atau udah belajar udah ini tapi hasilnya kadang nggak memuaskan itu kadang sedih tapi tidak tentu kemungkinan itu tetap menjadikan kita untuk mendorong untuk terus berlatih dan juga menghasilkan skill-skill yang belum maksimal

Researcher: Gimana sih perasaan dan pikiran kamu tentang ujian ini mempengaruhi cara kamu mempersiapkannya?

MSN: Perasaan ingin mendapatkan nilai yang baik itu membuat kita jadi lebih mempersiapkan diri untuk lebih maksimal lagi, lebih serius jadi berpengaruh ya karena juga untuk belajar itu kan penting juga ya terus mulai mengulang materi mengadakan latihan-latihan soal mempelajari kembali bagian yang belum dipahami ngelatih-ngelatih skill yang belum maksimal gitu.

Researcher: Pas mau belajar, gimana sih kamu mutusin mau belajar sendiri, sama temen, atau minta bantuan orang lain?

MSN: mesti memang belajar sendiri kalau misalnya tes tertulis ya reading, writing itu tuh biasanya lebih nyaman belajar sendiri tapi kalau misalnya udah di udah hari ujian terus sebelum ujian itu biasanya diskusi sama teman tentang materi-materi yang udah dipelajari terus misalnya kalau memutuskan untuk minta bantuan sama orang lain atau sama teman itu biasanya lebih ke ketika tes speaking karena kan kita butuh partner yang bicara lah ya jadi kadang ngelatih pronunciation, ngelatih vocabulary ngelatih speaking kita lah ya skill speaking kita itu sama teman gitu tapi sebelumnya juga sebelum hari H ujian speaking itu tuh biasanya udah minta tolong atau ngobrol sama teman pakai bahasa inggris biasanya atau kadang kan kalau misalnya tes speaking itu kan ada temanya misalnya belum bahas ini itu biasanya minta tolong sama teman pronunciation-nya udah bagus atau belum minta tolong dikoreksi.

Researcher: Seberapa besar usaha yang kamu keluarin buat belajar? Terus, apa sih yang bikin kamu semangat belajar sebesar itu?

MSN: usaha belajar dengan cukup maksimal terutama beberapa hari sebelum ujian ya terus yang membuat menjadi lebih semangat itu ya keinginan untuk mendapatkan dan memaksimalkan nilai lebih baik ya kita harus meningkatkan kemampuan skill dalam bahasa inggris yang belum maksimal.

Researcher: Apakah ada saat-saat di mana kamu suka nunda-nunda, males, atau menghindari belajar buat ujian ini? Kira-kira kenapa?

MSN: ya pasti ada ya karena kadang karena adanya rasa malas yang besar ini tapi belum lagi kegiatan-kegiatan yang di luar kuliah terus juga tugas-tugas kuliah membuat jadi lebih sulit belajar untuk ujian tapi tetap berusaha mengatasi hal tersebut dengan dengan meng-schedule pembelajaran kayak memprioritaskan apa yang harus didahulukan dulu juga kadang walaupun tetap malas.

Researcher: Pas kamu nemuin soal yang susah, waktu hampir habis, atau lagi bingung, gimana sih cara kamu nyikapinnya?

MSN: jujur itu sangat sulit banget untuk saya karena saya ini orangnya juga panikan dan kalau misalnya waktu udah mau ngatas itu nggak bisa kalau misalnya ngerjakan soal dalam tekanan kayak saya disuruh cepat-cepat gitu itu nggak bisa jadi pasti nggak fokus lagi terus pasti udah ngasal jadi cara mengatasinya itu yang memaksimalkan waktu sebelumnya lebih efektif jadi nggak ada dijarang waktu.

Researcher: Apa sih yang kamu lakuin buat ngatur perasaan atau stres sebelum dan pas ujian berlangsung?

MSN: mungkin harus tahu batasan diri kita sendiri karena kalau kita nggak tahu batasan diri kita sendiri kadang kita tuh di luar batas seperti karena tadi ada keinginan untuk memaksimalkan nilai jadi harus belajar-belajar-belajar terus nggak tahu waktu istirahat jadinya malah belajarnya

nggak maksimal nggak efektif lagi malah bikin stress aja jadi harus tahu batasan diri yang penting-penting jadi belajarnya tetap tenang terus juga tetap fokus lebih fokus lagi.

Researcher: Pertanyaan terakhir, setelah ngalamin ujian akhir IC, apakah cara kamu belajar bahasa Inggris jadi berubah? Jadi kayak gimana?

MSN: pastinya ada perubahan karena setelah ujian akhir IC cara belajar itu pasti jadi berubah karena kita jadi tahu belajar kayak gini lebih lebih lebih lebih lebih bagus daripada yang kemarin jadi makanya lebih tahu lagi kekurangan kita kalau belajar kayak gini itu salah jadi lebih tahu lagi yang lebih efektif gimana terus lebih bisa lagi untuk memaksimalkan diri dalam skill-skill yang belum ditakwasai terus juga pokoknya jadi setelah ujian pasti ada perubahan karena kita pasti mengevaluasi diri kita lagi

Researcher: Welinsa

Mahasiswi RAG: Low achieving informan

Researcher: Terima kasih sebelumnya ya dek sudah bersedia untuk diwawancara, jadi pertanyaannya ini tentang Intensive Course, seperti yang kita ketahui, setiap mahasiswa baru Prodi kita Tadris Bahasa Inggris pasti akan ada yang namanya Intensive Course hal ini yang menjadi dasar kita sebelum memasuki mata kuliah yang ada di Tadris Bahasa Inggris. Nah, kebetulan skripsi mba ini berkaitan dengan IC sendiri, di angkatan kalian ini angkatan 2023 yang telah melalui IC selama 2 kali di tahun 2024 dan 2025 menjadi salah satu kriteria participants mba. Oke kita ke pertanyaan pertama ya. Menurut kamu, sebenarnya apa sih tujuan dari ujian sumatif di Intensive Course ini?

RAG: Hmm menurut saya mbak, tujuan ujian sumatif di Intensive Course ini sendiri adalah untuk mengukur pemahaman kita terhadap kosakata bahasa Inggris, atau tense, dan kosakata dan penempatan yang benar sih..

Researcher: oke lanjut pertanyaan kedua ya, Menurut kamu, kira-kira dosen atau kampus itu mau ngeliat apa sih dari diri kamu lewat UAS IC?

RAG: menurut saya sih mba, untuk melihat akurasi penggunaan kosakata atau verb di Grammar atau speaking.

Researcher: kosakata dan verb grammar yaa, oke pertanyaan ketiga. Seberapa jauh sih kamu ngerasa ujian akhir (UAS) Intensive Course bisa mengukur kemampuan bahasa Inggris kamu yang sebenarnya?

RAG: cukup jauh, karena menambah sebagian pengetahuan yang belum di ketahui atau dimana tata letak kata tersebut

Researcher: Menurut kamu, skill bahasa Inggris apa aja yang paling kelihatan di ujian akhir IC, dan skill apa yang menurutmu kurang dibawa?

RAG: Writing, Speaking...dan skill yang kurang terbawa adalah listening karena lebih sedikit di adakan, bukan berarti gak sama sekali sih, Cuma kurang aja sedikit gitu frekuensinya.

Researcher: Menurutmu, hubungan antara soal-soal ujian sama materi yang diajarin selama pembelajaran IC itu gimana? Nyambung gak?

RAG: Menurutku sih nyambung-nyambung aja mbak.

Researcher: Menurutmu, ujian ini adil atau enggak buat mahasiswa? Kenapa kamu bilang gitu?

RAG: menurutku pribadi ini adil, tapi sedikit saja rasa keberatan sekitar 5% dari 100% karena kadang merasa lelah dan masih harus mengikuti IC di tengah kepadatan tersebut.

Researcher: Menurutmu, seberapa jelas petunjuk, soal, dan cara penilaiannya itu? Apakah itu bikin kamu makin paham atau malah bingung?

RAG: untuk petunjuk, soal, dan cara penilaian, itu cukup adil dan mudah di pahami

Researcher: Menurutmu, bagian mana dari ujian akhir IC yang terasa gampang, bagian mana yang susah, dan kenapa bisa gitu?

RAG: uas ic terasa cukup mudah karena mengikuti setiap penjelasan, dan gak begitu sulit. Ada instruksinya di setiap soal gitu mba, paling writing aja susah karena harus ada ide mau nulis gitu.

Researcher: Menurut kamu, apa sih manfaat atau nilai lebih yang kamu dapet dari ujian ini buat belajar bahasa Inggris kamu?

RA: Menurutku banyak sih mbak manfaaatnya, salah satunya meningkatkan vocabulary, dan pemahaman tentang verb, dan grammar.

Researcher: Pas pertama kali dengar bakal ada ujian sumatif (UAS) di IC, perasaan apa sih yang langsung muncul di pikiran kamu?

RAG: Ya hanya keterkejutan normal sih, karena di awal sudah di beritahu bahwa di akhir pembelajaran akan ada UAS

Researcher: Waktu mau ujian dimulai, kamu merasa gimana? Kira-kira kenapa kamu merasa seperti itu?

RAG: Perasaan tegang karena takut salah pemahaman, at miss komunikasi di awal sebelum UAS.

Researcher: Coba ceritain, gimana kondisi perasaan atau mood kamu pas lagi ngerjain ujian tersebut?

RAG: Netral, tidak ada tekanan, atau terlalu santai, hanya menjalani UAS dengan netral.

Researcher: Dari semua perasaan yang muncul, mana yang paling kuat pas ujian? Dan kira-kira apa sih pemicunya?

RAG: Dari semua perasaan yang muncul ada sedikit gelisah, karena beberapa soal kurang di pahami, atau sedikit meleset dari materi.

Researcher: Menurutmu, situasi atau hal apa yang paling bikin kamu merasa tertekan secara emosional selama proses ujian?

RAG: Situasi saat teman teman sudah selesai dan dosen tiba-tiba memberi instruksi untuk segera dikumpulkan sih mbak, itu membuat kehilangan konsentrasi untuk fokus kepada soal ujian

Researcher: Menurut kamu, apakah nilai, batas waktu, atau tingkat kesulitan soal itu sangat mempengaruhi perasaanmu terhadap ujian ini?

RAG: Ya, karena saya cukup merasa tertekan saat waktu berjalan dan beberapa soal belum terjawab.

Researcher: Setelah kamu selesai mengerjakan ujian, perasaan kamu berubah gak? Jadi gimana?

RAG: lega dan tenang rasanya mbak, karena udah selesai dan terlewati

Researcher: Pas tahu nilai atau hasil ujian kamu, apakah itu mempengaruhi perasaanmu tentang diri kamu sebagai pembelajar bahasa Inggris?

RAG: iya pasti, kalo nilainya bagus seneng dong, kalo jelek malu sih mbak soalnya di lihat sekelas kan nilainya terpampang nyata dikirim sama tutornya di grup kelas

Researcher; Menurutmu, ujian akhir IC mempengaruhi keinginan kamu buat belajar bahasa Inggris, baik sebelum atau sesudah ujian?

RAG: Setelah UAS IC keinginan mempelajari bahasa inggris meningkat dan ada rasa penasaran juga sih mbak buat belajar lebih detail nantinya

Researcher: Menurutmu, ujian akhir IC itu ngaruh gak ke rasa percaya diri kamu dalam pake bahasa Inggris? Jadi gimana?

RAG: tergantung hasilnya mba, kalo nilainya bagus sih percaya diri, kalo ga lumayan malu sih

Researcher: Gimana sih perasaan dan pikiran kamu tentang ujian ini mempengaruhi cara kamu mempersiapkannya?

RAG: Tidak terlalu berdampak banyak, hanya mempersiapkan UAS seperti biasanya, belajar materi yang akan masuk, dan memahami pola arahan pembelajaran.

Researcher: Pas mau belajar, gimana sih kamu mutusin mau belajar sendiri, sama temen, atau minta bantuan orang lain?

RAG: Kalau untuk belajar biasanya lebih sering belajar sendiri karena lebih fokus, dan tak jarang juga meminta bantuan teman dan belajar bersama.

Researcher: Seberapa besar usaha yang kamu keluarin buat belajar? Terus, apa sih yang bikin kamu semangat belajar sebesar itu?

RAG: Cukup sedang aja, ga yang terlalu keras juga belajarnya, justru yang bikin semangat itu sebetulnya ma cepat-cepat untuk melihat nilai akhir UAS.

Researcher: Apakah ada saat-saat di mana kamu suka nunda-nunda, males, atau menghindari belajar buat ujian ini? Kira-kira kenapa?

RAG: pasti ada waktu nunda nunda belajar karena kadang teralihkan saat mencari materi di ponsel alih alih mencari materi biasanya teralihkan ke media sosial dan menunda waktu belajar.

Researcher: Pas kamu nemuin soal yang susah, waktu hampir habis, atau lagi bingung, gimana sih cara kamu nyikapinnya?

RAG: kalo waktunya sudah mau habis, biasanya sih tulis jawaban yang kira-kira paling mendekati aja

Researcher: Apa sih yang kamu lakuin buat ngatur perasaan atau stres sebelum dan pas ujian berlangsung?

RAG: biasanya baca soalnya dulu sih jadi sebelum mulai di instruksikan untuk mengerjakan, baca sekilas dulu sebentar

Researcher: Setelah ngalamin ujian akhir IC, apakah cara kamu belajar bahasa Inggris jadi berubah? Jadi kayak gimana?

RAG: Ya berubah,menjadi lebih santai dan tenang,karena bahasa inggris tak sesulit itu.

Researcher: Welinsa

Mahasiswa MFJ: Low achieving informan

Researcher: Baik Assalamu'alaikum warahmatullahi wabarrakatuh, sebelumnya terimakasih sudah bersedia untuk di wawancara ya, seperti yang mba sampaikan kemarin, pertanyaanya seputar Intensive Course gitu. Yang mana angkatan 2023 ini telah melalui 2 kali Intensive Course dan itu merupakan salah satu kriteria participants mbak, baik kita mulai dengan pertanyaan pertama ya. Menurutmu sebenarnya apa sih tujuan dari ujian sumatif atau UAS di Intensive Course ini?

MFJ: Menurut saya, tujuan UAS Intensive Course adalah untuk mengetahui sejauh mana kemampuan atau pemahaman Bahasa Inggris yang sudah saya pelajari selama perkuliahan.

Researcher: Oke menurut kamu, kira-kira dosen atau kampus mau melihat apa sih dari diri kamu lewat UAS Intensive Course?

MFJ: Menurut saya, dosen itu ingin melihat pemahaman saya terhadap materi dan juga kemampuan saya dalam menggunakan Bahasa Inggris dengan baik dan benar.

Researcher: Seberapa jauh sih kamu merasa ujian akhir atau UAS Intensive Course bisa mengukur kemampuan Bahasa Inggris kamu yang sebenarnya?

MFJ: Menurut saya, UAS sudah cukup untuk mengukur kemampuan Bahasa Inggris saya, meskipun belum sepenuhnya karena tidak semua kemampuannya yang saya miliki itu diuji dalam UAS.

Researcher: Menurutmu skill Bahasa Inggris apa saja yang paling kelihatan di ujian akhir IC dan skill apa yang menurutmu kurang dibawa atau kelihatan?

MFJ: Skill yang paling terlihat yaitu Reading, Grammar, dan Vocabulary. Sedangkan untuk kemampuan Speaking dan Listening itu agak kurang terlihat karena tidak terlalu sering diujikan.

Researcher: Menurutmu hubungan antara soal-soal ujian sama materi yang diajarin selama pembelajaran IC itu gimana? Nyambung gak?

MFJ: Menurut saya, soal-soal ujian itu sudah cukup sesuai dengan materi yang diajarkan selama IC karena soalnya diambil berdasarkan materi yang ada di dalam buku dan handout IC.

Researcher: Menurutmu ujian ini adil atau enggak buat mahasiswa? Kenapa kamu bilang begitu?

MFJ: Menurut saya, ujian ini cukup adil bagi semua mahasiswa Bahasa Inggris karena mereka dapat mengukur kemampuan Bahasa Inggris mereka dan juga soalnya itu semuanya sama, tidak ada yang berbeda.

Researcher: Menurutmu seberapa jelas petunjuk soal penilaian itu? Apakah itu bikin kamu makin paham atau malah bingung?

MFJ: Menurut saya, petunjuk dan juga soal-soalnya itu sudah cukup jelas sehingga saya bisa memahami apa yang harus dikerjakan. Dan mungkin ada beberapa kesulitan tapi saya bisa mengejakannya.

Researcher: Menurutmu bagian mana dari ujian akhir intensive course yang terasa gampang dan bagian mana yang terasa susah? Dan mengapa bisa begitu?

MFJ: Bagian yang paling mudah bagi saya itu adalah vocabulary dan juga reading. Sedangkan yang paling sulit itu adalah grammar karena saya harus memahami beberapa tenses yang ada di dalam grammar.

Researcher: Menurut kamu apa sih manfaat atau nilai lebih yang kamu dapat dari ujian ini buat belajar Bahasa Inggris kamu?

MFJ: Manfaatnya itu saya bisa mengetahui kemampuan Bahasa Inggris saya dan juga bagian-bagian kemampuan mana yang masih perlu saya tingkatkan lebih lanjut.

Researcher: Pas pertama kali dengar bakal ada ujian sumatif atau uas di intensive course, perasaan apa sih yang langsung muncul di pikiran kamu?

MFJ: Saat pertama kali mendengar akan dilaksanakannya uas, yang pertama itu pasti saya merasa gugup karena jika soal-soalnya itu akan terasa sulit sehingga saya tidak bisa lebih maksimal dalam mengerjakan soalnya.

Researcher: Waktu mau ujian dimulai, kamu merasa gimana? Kira-kira kenapa kamu merasa seperti itu?

MFJ: Sebelum ujian dimulai, saya merasa sedikit tegang karena takut akan ada soal yang sulit untuk saya jawab.

Researcher: Coba ceritain gimana kondisi perasaan atau mood kamu pas lagi ngerjain ujian tersebut?

MFJ: Saat mengerjakan ujian, saya selalu berusaha tetap tenang dan fokus agar bisa menjawab soal dengan baik, dan saya juga mencoba menjawabnya mulai dari soal yang lebih mudah hingga yang paling sulit.

Researcher: Dari semua perasaan yang muncul, mana yang paling kuat pas ujian dan kira-kira apa sih pemicunya?

MFJ: Perasaan yang paling kuat sudah pasti rasa gugup dan juga tegang, karena saya pasti ingin mendapatkan hasil ujian yang baik dan juga memuaskan menurut saya.

Researcher: Menurutmu situasi atau hal apa yang paling bikin kamu merasa tertekan secara emosional selama proses ujian?

MFJ: Hal yang paling membuat saya tertekan adalah waktu, karena waktu ujian dalam intensive care itu tidak terlalu banyak dengan soal-soal yang diujikan meliputi beberapa skill.

Researcher: Menurut kamu apakah nilai batas waktu atau tingkat kesulitan soal itu sangat mempengaruhi perasaanmu terhadap ujian ini?

MFJ: Tentu saja, batas waktu dan tingkat kesulitan sangat mempengaruhi perasaan atau cara berpikir saya selama ujian. Namun jika waktu mendekati akhir, saya merasa itu seperti sedikit takut akan hasil yang akan saya dapatkan nantinya.

Researcher: Setelah kamu selesai mengerjakan ujian, perasaan kamu berubah tidak? Jadi bagaimana?

MFJ: Tentu saja berubah, setelah selesai mengerjakan semua soal-soal ujian, saya pasti langsung merasa lega walaupun terdapat sedikit rasa penasaran dengan hasil ujian ini nanti.

Researcher: Pas tahu nilai atau hasil ujian kamu, apakah itu mempengaruhi perasaanmu tentang diri kamu sebagai pembelajar bahasa Inggris?

MFJ: Tentu saja, hasil dari ujian itu sangat mempengaruhi perasaan saya. Jika nilainya yang saya dapat itu bagus, maka saya akan menjadi lebih percaya diri dalam berbahasa Inggris. Sedangkan jika saya mendapat nilai yang kurang bagus, maka saya akan menjadi lebih termotivasi untuk mempelajari bagian mana yang kurang dari saya.

Researcher: Menurutmu ujian akhir atau intensif course mempengaruhi keinginan kamu untuk belajar bahasa Inggris baik sebelum atau sesudah ujian?

MFJ: Dengan adanya ujian ini, saya menjadi lebih bersemangat untuk mempelajari bahasa Inggris agar mendapatkan hasil yang lebih baik ke depannya.

Researcher: Menurutmu ujian akhir intensif course itu pengaruh tidak kerasa percaya diri kamu dalam menggunakan bahasa Inggris? Jadi bagaimana?

MFJ: Tentu saja dengan adanya ujian itu sangat mempengaruhi rasa percaya diri yang ada pada saya. Dan apalagi jika saya mendapatkan hasil yang baik, maka saya menjadi lebih pede saat berbicara dalam bahasa Inggris. Menjadi lebih pede dan juga yakin ketika saya menggunakan bahasa Inggris.

Researcher: Bagaimana sih perasaan dan pikiran kamu tentang ujian intensif course mempengaruhi cara kamu mempersiapkannya?

MFJ: Yang pertama itu, sudah pasti karena saya mendapatkan nilai yang baik, maka saya harus mempersiapkan diri dengan belajar lebih rutin sebelum ujian. Dan juga dengan cara mengulang-ulang materi yang telah diajarkan oleh tutor yang mengajar.

Researcher: Pas mau belajar bagaimana sih kamu memutuskan mau belajar sendiri sama teman atau minta bantuan orang lain?

MFJ: Untuk belajar, saya lebih suka atau merasa nyaman ketika belajar sendiri. Karena jika belajar bersama teman atau minta bantuan orang lain, itu akan membuat saya kurang fokus atau bisa jadi merupakan materi-materi yang telah saya pelajari sebelumnya.

Researcher: Seberapa besar usaha yang kamu keluarkan untuk belajar, terus apa sih yang membuat kamu semangat belajar sebesar itu?

MFJ: Untuk belajar, saya berusaha semaksimal mungkin karena sudah pasti saya mendapatkan hasil yang sangat memuaskan dan juga untuk meningkatkan kemampuan bahasa Inggris saya menjadi lebih baik untuk depannya.

Researcher: Apakah ada saat-saat dimana kamu suka menunda malas atau menghindari belajar untuk ujian ini? Kira-kira kenapa?

MFJ: Ya, terkadang saya menunda belajar karena merasa lelah ataupun sibuk dengan tugas lain. Sehingga ketika saya ingin langsung mempelajari materi untuk ujian, maka saya akan mengalami rasa pusing. Sehingga ketika mempelajari soal-soal atau materi untuk ujian ini, saya akan merasa tidak fokus ketika mempelajarinya.

Researcher: Pas kamu menemukan soal yang susah, waktu hampir habis atau lagi bingung, bagaimana cara kamu menjawabnya?

MFJ: Untuk soal, sudah pasti saya mengerjakan dari yang lebih mudah terlebih dahulu dan nanti untuk soal yang susah akan saya kerjakan jika masih ada waktu yang tersisa. Untuk caranya itu, di soal yang susah, saya akan melihat dari soal dan jawabannya. Jika ada yang terlihat mirip atau mungkin masih ada hubungan antara soal dan jawaban itu, maka saya akan memilih jawaban itu.

Researcher: Apa sih yang kamu lakukan untuk mengatur perasaan atau stres sebelum dan pas ujian berlangsung?

MFJ: Sebelum ujian, sudah pasti saya akan belajar dengan baik, beristirahat dengan cukup dan juga tidak memikirkan hal lain selain dari ujian yang akan saya lakukan. Dan ketika ujian berlangsung, saya akan berusaha tetap fokus dan tenang agar materi-materi yang telah saya pelajari sebelumnya tidak terdistraksi atau tidak terdistraksi dengan hal lain yang tidak penting untuk digunakan dalam ujian.

Researcher: Setelah mengalami ujian akhir Intensive Course, apakah cara kamu belajar Bahasa Inggris jadi berubah?

MFJ: Setelah mengikuti ujian akhir Intensive Course, saya menjadi lebih rajin untuk mempelajari Bahasa Inggris dan lebih fokus dalam memperbaiki kemampuan saya yang masih kurang. Seperti pada skill listening, yang dimana jika pembicaranya itu adalah orang bule sehingga saya harus berusaha ekstra untuk mengerti apa yang mereka bicarakan karena mereka adalah native speaker. Dan untuk skill yang lain yaitu skill speaking, yang dimana untuk skill speaking saya harus mempelajari lebih banyak tentang vocabulary dan juga pronunciation yang harus sesuai dengan para native speaker. Dan terakhir yaitu skill grammar, yang dimana saya harus lebih mengerti dan memahami tenses-tenses yang ada dalam grammar.

Researcher: Welinsa

Mahasiswi DKA: Low achieving informan

Researcher: Baik Assalamu'alaikum warahmatullahi wabarrakatuh, sebelumnya terimakasih sudah bersedia untuk di wawancara ya, seperti yang mba sampaikan kemarin, pertanyaanya seputar Intensive Course gitu. Yang mana angkatan 2023 ini telah melalui 2 kali Intensive Course dan itu merupakan salah satu kriteria participants mbak, baik kita mulai dengan pertanyaan pertama ya. Menurutmu sebenarnya apa sih tujuan dari ujian sumatif atau UAS di Intensive Course ini?

DKA: Kalau menurut saya, tujuan diadakannya UAS di IC itu untuk melihat sejauh mana kemampuan bahasa Inggris kita yang sudah kita pelajari selama mengikuti IC. dosen bisa melihat apakah materi yang sudah diajarkan benar-benar bisa kita pahami atau masih ada yang perlu ditingkatkan lagi. Dan menurut saya, UAS juga itu salah satu bentuk evaluasi dari proses belajar selama satu semester itu

Researcher: kira-kira dosen atau kampus itu mau melihat apa sih dari diri kamu lewat UAS IC?

DKA: Mungkin dosen atau kampus itu ingin melihat perkembangan kemampuan bahasa Inggris kami, saya, setelah mengikuti intensive course. Apakah intensive course itu berpengaruh dalam meningkatkan kemampuan bahasa Inggris atau tidak?

Researcher: Seberapa jauh kamu merasa ujian akhir IC bisa mengukur kemampuan bahasa Inggris kamu yang sebenarnya?

DKA: Kalau menurut saya, UAS cukup menggambarkan kemampuan bahasa Inggris saya. Terutama dalam memahami materi yang sudah diajarkan. Tapi menurut saya, UAS juga belum sepenuhnya menggambarkan kemampuan saya secara keseluruhan. Karena ketika UAS, kadang gugup, kadang ngeblank, itu juga kemampuan berbicara atau berkomunikasi dalam menggunakan bahasa Inggris juga tidak bisa dilihat saat UAS, belum terlalu terlihat jika UASnya ujian tertulis.

Researcher: skill bahasa Inggris apa yang paling kelihatan di ujian akhir IC dan skill apa yang menurutmu kurang dibawa atau kelihatan?

DKA: Yang paling terlihat itu kemampuan reading, grammar, vocab. Karena memang banyak soal yang menguji bagian itu. Dan writing juga. Kalau yang kurang terlihat, menurut saya, speaking. Tapi ada juga, yang tergantung UASnya. Jika UASnya tertulis, maka yang tidak terlihat itu skill speaking. Tetapi jika UASnya tertulis, semuanya terlihat.

Researcher: hubungan antara soal-soal ujian sama materi yang diajarin selama pembelajaran IC itu gimana? Nyambung nggak?

DKA: Menurut saya, nyambung. Sebagian besar soal yang keluar memang sesuai dengan materi yang sudah dipelajari selama IC. Jadi waktu belajar atau mengulang materi sebelumnya, saya merasa cukup terbantu saat mengerjakan ujian. Memang ada beberapa soal yang sedikit lebih sulit dari biasanya, tapi masih sesuai dengan materi yang pernah dijelaskan. Cuma beda di tingkat level atau tingkat penyajian soalnya saja.

Researcher: Menurutmu ujian ini adil atau nggak buat mahasiswa? Kenapa kamu bilang gitu?

DKA: Menurut saya, adil. Karena semua mahasiswa mengajarkan soal yang sama. Dan waktunya juga sama. Materinya juga berasal dari apa yang sudah dipelajari selama belajar Intensive Course. Dan pastinya, materinya juga sama. Hanya saja, menurut saya, lebih baik kalau penilaiannya juga mempertimbangkan kemampuan praktek siswa itu. Seperti speaking. Jadi kemampuan mahasiswa bisa dinilai lebih lengkap. Jadi tidak hanya melihat dari hasil UAS nya saja.

Researcher: seberapa jelas petunjuk soal dan cara penilaiannya itu? Apakah itu bikin kamu makin paham atau malah bingung?

DKA: Menurut saya, petunjuk pengerjaan soalnya sudah cukup jelas. Jadi saya tidak terlalu bingung saat mengerjakan atau tidak sibuk menanyakan, ini soalnya bagaimana, jawabannya bagaimana. Soalnya juga sudah dipahami. Tapi kalau untuk cara penilaiannya, saya kurang tahu secara detail. Karena saya bisa melihat nilai akhirnya saja. Jadi saya tidak terlalu tahu bagaimana sistem penilaiannya. Dan apa saja yang paling mempengaruhi nilainya itu saya tidak tahu.

Researcher: bagian mana dari ujian akhir IC yang terasa gampang? Bagian mana yang susah dan kenapa bisa begitu?

DKA: Kalau buat saya, saya pribadi, bagian vocabulary masih cukup mudah. Karena banyak kosa-kata yang sudah pernah dipelajari sebelumnya. Dan yang paling sulit itu bagian reading. Terutama kalau teksnya panjang dan pertanyaannya meminta kita memahami isi bacaan secara detail.

Jadi saya harus membacanya berulang kali agar saya mendapatkan jawabannya.

Researcher: apa sih manfaat atau nilai lebih yang kamu dapat dari ujian ini buat belajar bahasa Inggris kamu?

DKA: UAS, IC, menurut saya membuat saya jadi lebih tahu sejauh mana kemampuan bahasa Inggris saya selama mengikuti IC pastinya. Dan dari hasil itu juga, saya bisa melihat bagaimana bagian mana yang sudah saya kuasai dan bagaimana yang masih perlu saya perbaiki. Selain itu juga, karena adanya UAS, saya lebih termotivasi untuk belajar dan mengulang materi sebelum ujian. Sehingga pemahaman saya terhadap materi juga semakin baik. Apalagi jika saya mendapatkan nilai yang buruk dan saya melihat teman saya mendapatkan nilai yang lebih tinggi

dari saya, itu memotivasi saya untuk selalu memahaminya, untuk mengevaluasi diri saya juga, mengevaluasi bagian mana yang masih kurang dan bagian mana yang sudah cukup.

Researcher: Pas pertama kali dengar bakal ada ujian sumatif UAS di IC, perasaan apa sih yang langsung muncul di pikiran kamu? Waktu pertama kali bakal ada UAS yang diinfokan dari Mister, saya langsung merasa sedikit cemas, soalnya saya tahu materi di IC itu cukup banyak, dan saya khawatir kalau nantinya ada materi yang belum benar-benar saya kuasai. Tapi disesuaikan juga, saya merasa tertantang untuk mempersiapkan diri sebaik mungkin, walaupun dengan keterbatasan memang keterbatasan ingatan saya untuk tidak bisa menghafal atau memahami seluruh materinya dengan baik.

Researcher: waktu ujian dimulai, kamu merasa gimana? Kira-kira kenapa kamu merasa seperti itu?

DKA: Sebelum ujian dimulai, saya merasa cukup gugup, deg-degan, takut. Karena saya takut ada soal yang ternyata sulit, atau saya lupa sama materi yang sudah dipelajari, atau saya takut soalnya itu di luar dari materi. Apalagi, saya jujur ingin mendapatkan nilai yang baik, tapi saya gugup, karena saya punya harapan yang tinggi terhadap nilai saya, tetapi saya tidak tahu. Tetapi saya takut, nanti soalnya itu gimana, gitu.

Researcher: coba ceritain bagaimana kondisi perasaan atau mood kamu pas sedang ngerjain ujian?

DKA: Pas ngerjain ujian, awalnya masih merasa tegang, masih deg-degan. Tapi setelah mulai mengerjakan beberapa soal, dan ada banyak soal yang sesuai dengan materi yang sudah saya pelajari, yang sudah saya pahami, saya merasa sedikit lebih tenang. Walaupun setiap menemukan soal yang sulit, saya sempat panik juga, sempat takut juga, takut salah jawab, takut salah. Tapi saya berusaha tetap fokus sampai selesai.

Researcher: dari semua perasaan yang muncul, mana yang paling kuat pas ujian? Dan kira-kira apa sih pemicunya?

DKA: Perasaan yang paling kuat itu gugup, grogi, sejenis itu. Karena mungkin penyebabnya, karena saya takut jawaban yang saya pilih itu salah, dan khawatir juga hasil ujian saya tidak sesuai dengan usaha yang sudah saya lakukan selama belajar. Jadi perasaan yang muncul yang paling kuat itu takut, lebih ketakut sih, takut nanti hasilnya tidak memuaskan, hasilnya rendah, hasil nilainya rendah, hasil nilainya kecil gitu.

Researcher: menurutmu situasi atau hal apa yang paling membuat kamu merasa tertekan secara emosional selama proses ujian?

DKA: Mungkin yang paling membuat tertekan itu ketika waktu ujian mulai sedikit, sementara masih ada beberapa soal yang belum, mungkin ini apa tuh, waktu ujiannya mulai tinggal sedikit, sementara masih ada beberapa soal yang belum selesai, yang masih saya kerjakan, dan lumayan

agak banyak. Nah kondisi itu benar-bener membuat saya jadi terburu-buru, tidak fokus, dan tidak ada kesempatan lagi untuk memeriksa kembali jawaban yang sudah saya isi.

Researcher: apakah nilai batas waktu atau tingkat kesulitan soal itu sangat mempengaruhi perasaan terhadap ujian ini?

DKA: Ya, menurut saya cukup mempengaruhi nilai membuat saya ingin mendapatkan hasil yang baik. Batas waktu membuat saya juga sedikit tertekan karena harus mengejar waktunya, mengatur waktunya agar bisa selesai tepat waktu, dan kalau ada soal yang sulit juga biasanya saya rasa percaya diri saya sedikit menurun, jadi, hal itu sangat-sangat berpengaruh dalam ujian saya. Apalagi jika sudah dikasih tahu nanti bobot nilainya segini-segini, jadi saya selalu mikirkan bobot nilai itu, jadinya itu menjadi gangguan lah, pikiran gangguan dalam proses ujian.

Researcher: setelah kamu selesai mengerjakan ujian, perasaan kamu berubah tidak? Jadi bagaimana?

DKA: Berubah pastinya, setelah saya selesai mengerjakan ujian itu, saya mungkin lebih merasa lega, akhirnya ujiannya sudah selesai. Tapi, saya juga masih takut, sedikit khawatir juga, takut jawabannya sudah benar atau belum, dan takut nanti hasil nilainya bagaimana.

Researcher: Pas tahu nilai atau hasil ujian kamu, apakah itu mempengaruhi perasaanmu tentang diri kamu sebagai pembelajar bahasa Inggris?

DKA: Iya, pastinya. Waktu yang saya sesuai dengan harapan, saya merasa lebih percaya diri, pastinya lebih semangat lagi, lebih happy. Tapi, kalau misalnya hasil belajarnya kurang memuaskan, apalagi saya sudah yakin sama jawaban ini, tetapi pas dilihat, ternyata jawaban yang saya yakin itu salah. Itu saya langsung berkecil hati, langsung sedih, langsung gak mood. Tetapi, di sisi lain, saya menganggap itu bahan evaluasi untuk saya, supaya mungkin saya agak keliru dalam membaca soalnya atau menjawab soalnya, dan itu membuat saya untuk belajar lebih giat lagi.

Researcher: ujian akhir, IC mempengaruhi keinginan kamu belajar bahasa Inggris baik sebelum atau setelah ujian?

DKA: Berpengaruh, selama ujian saya, atau setelah diinfo akan ada ujian, saya lebih rajin belajar, mengulang materi supaya siap menghadapi soalnya, karena menurut saya, materi IC itu banyak. Jadi, kalau misalnya H-1 atau besok pagi, ujian malam ini baru belajar, itu pasti gak akan tekejar, dan itu pasti gak akan masuk di otak saya. Jadi, harus belajar minimal dari 1 minggu sebelumnya. Dan tapi setelah ujian, saya juga jadi tahu bagian mana yang masih kurang, dan bagian mana yang sudah cukup baik, sehingga saya lebih bisa memperbaiki kemampuan bahasa Inggris saya di mana yang masih kurang, yang masih lemah.

Researcher: ujian akhir IC itu ngaruh gak ke rasa percaya diri kamu dalam pakai bahasa Inggris, jadi gimana?

DKA: Menurut saya, berpengaruh itu berpengaruh pastinya. Kalau saya merasa bisa mengerjakan soal dengan baik, rasa percaya diri saya pastinya akan meningkat, lebih pede, tapi kalau misalnya ada hasil yang kurang memuaskan, rasa percaya diri saya memang pastinya menurun, tapi saya mencoba melihatnya sebagai pengalaman belajar dan motivasi untuk terus meningkatkan kemampuan bahasa Inggris saya misalnya saya kurang di speaking, saya lemah di speaking, hasil saya buruk di speaking, maka saya akan meningkatkan lagi praktek speaking-nya, belajar tentang vocab-nya.

Researcher: gimana sih perasaan dan pikiran kamu tentang UAS IC mempengaruhi cara kamu mempersiapkannya?

DKA: Menurut saya, UAS itu cukup penting karena nilai akhir. Jadi saya berusaha mempersiapkan diri saya lebih serius dibanding biasanya atau dibanding UTS. Saya mulai mengulangi materi yang pernah dipelajari di kelas, membaca kembali catatan, dan saya beberapa kali mengerjakan latihan-latihan yang diberikan oleh dosen

Researcher: pas mau belajar, gimana sih kamu memutuskan belajar sendiri dengan teman-teman atau dengan teman-teman lain?

DKA: Saya lebih suka belajar sendiri, karena menurut saya, belajar sendiri itu saya lebih tahu bagaimana yang sudah saya pahami dan bagaimana yang belum pahami. Dan menurut saya juga, belajar sendiri itu membuat saya lebih fokus. Tapi jika nanti ada materi yang belum saya pahami dan yang masih bingung, itu akan saya tanyakan dengan teman-teman saya.

Researcher: seberapa besar usaha yang kamu keluarkan untuk belajar? Terus apa sih yang ingin kamu belajar sebesar itu?

DKA: Menurut saya, untuk UAS, usaha saya cukup. Usaha yang saya keluarkan cukup besar. Saya berusaha mengulangkan waktu setiap hari, setiap malam, mengulang materi, terutama bagian-bagian yang menurut saya agak lebih susah dari materi yang lainnya. Dan yang membuat saya semangat itu mungkin lebih ada rasa ini mendapatkan nilai yang tinggi, yang baik. Dan juga membuktikan, ini membuktikan kalau kemampuan saya itu bisa meningkat di intensive course atau malah tidak meningkat sama sekali.

Researcher: apakah ada saat-saat dimana kamu suka menunda-nunda, malas, atau menghindari belajar buat ujian ini? Kira-kira kenapa?

DKA: Pastinya pernah, tapi beberapa kali saya merasa malas belajar, karena UAS, dari mata kuliah lain juga cukup banyak, dan cukup membuat saya ke-distract dengan hal itu. Jadi saya merasa lebih lelah, kadang saya juga merasa kalau menunda-nunda belajar, ingin menunda-nunda belajar terus-menerus, karena saya masih punya banyak waktu saya pikir gitu. Tapi semakin dekat dengan ujian, saya sibuk sendiri, saya panik sendiri. Karena saya belum pernah mulai belajar.

Dan tapi, saat itu, saya malah menyadari kalau saya harus lebih serius, supaya tidak menyesal. Akhirnya.

Researcher: pas kamu menemui soal yang susah, waktu ujian berhabis, atau lagi bingung, gimana sih cara kamu menjawabnya?

DKA: Biasanya saya berusaha tetap tenang, tetap fokus, dan mengambilkan, oh jika waktu ini sudah selesai, saya mengambilkan hal itu. Kalau ada soal yang sulit, saya lewatin dulu, saya lebih fokus mengetahui soal-soal yang lebih mudah. Dan itu saya baru mengerjakan soal yang sulit. Dan jika ada waktu, saya membaca ulang lagi jawaban-jawaban saya.

Researcher: apa sih yang kamu lakuin buat mengatur perasaan saya sebelum dan pas ujian berlangsung? Sebelum ujian berlangsung, biasanya saya berusaha tidur cukup, tidur lagi, tidak bengadang, dan mengulang materi seperlunya, mengulang materi di pagi hari, di waktu subuh, supaya tidak terlalu panik nantinya. Dan saat ujian berlangsung, kalau mulai merasa gugup, saya mencoba menenangkan diri saya, memfokuskan diri saya untuk mengetahui soal terlebih dahulu. Untuk mengingat kembali materi yang sudah saya pelajari sebelumnya, saya juga berusaha untuk tidak memikirkan soal yang sulit, atau memikirkan hal-hal yang lain dulu. Saya berusaha untuk fokus.

Researcher: Setelah ngalamin ujian akhir IC, apakah cara kamu belajar bahasa Inggris jadi berubah? Jadi kayak gimana?

DKA: Setelah mengikuti UAS IC, kalau mau belajar bahasa inggris, saya tidak bisa hanya menjalankan ujian saja. Sekarang, saya lebih mencoba belajar sedikit secara rutin, misalnya, membaca teks berbahasa inggris, writing, atau menonton video berbahasa inggris. Saya juga lebih sering mengulangi materi grammar yang sebelumnya masih sering saya lakukan kesalahan, latihan-latihan soal tentang grammar, karena saya ingat saya lemah di grammar waktu itu.

CODING

No	Question	Informan	Ringkasan Jawaban/Excerpt	Tema
1	Q1 Perception of Assessment Purpose	DAP (High) RAG (Low) MFJ (Low) AFZ (Low) MSN (High)	Menganggap UAS bertujuan mengukur sejauh mana mereka memahami dan menguasai materi/kosakata/kemampuan bahasa Inggris yang telah dipelajari selama satu semester.	Measuring mastery/understanding of course material
		NAR (High) DKA (Low)	Menilai UAS berfungsi ganda: mengukur hasil belajar mahasiswa sekaligus menjadi bahan evaluasi proses mengajar dosen.	Serving a dual purpose: evaluating both student progress and teaching effectiveness
		LLS (High) BFA (Low)	Memaknai UAS sebagai sarana untuk mereview kembali materi dan mengevaluasi diri, bukan sekadar mengejar nilai.	Functioning as a tool for self-review/self-evaluation
		AAP (High)	Menilai UAS bertujuan menguji perkembangan kemampuan yang telah dicapai selama mengikuti program IC.	Measuring skill development/progress since the start of IC
2	Q2 Perception of Assessment Purpose	DAP (High) LLS (High) AFZ (Low) DKA (Low) BFA (Low)	Menilai dosen/tutor ingin melihat keseriusan dan perkembangan belajar mahasiswa selama program berlangsung.	Assessing students' development/progress over the course
		NAR (High) MFJ (Low)	Menilai dosen ingin mengevaluasi tingkat kemampuan/pemahaman bahasa Inggris mahasiswa secara keseluruhan.	Assessing overall language proficiency/understanding of material
		MSN (High) RAG (Low)	Menilai dosen ingin melihat penguasaan skill tertentu secara spesifik, termasuk keakuratan penggunaan bahasa.	Assessing specific skill mastery or accuracy
		AAP (High)	Menilai dosen ingin melihat cara mahasiswa memahami dan menyelesaikan soal, bukan sekadar skor akhirnya.	Assessing the problem-solving/application process
3	Q3 Perception of Learning Achievement	AAP (High) RAG (Low)	Merasa UAS cukup valid mencerminkan kemampuan mereka, bahkan turut menambah pengetahuan baru.	Perceived as fairly valid/reflective of actual ability
		DAP (High) NAR (High) MFJ (Low)	Merasa UAS cukup mengukur kemampuan, namun soal yang relatif mudah dan waktu yang terbatas membuatnya belum sepenuhnya mencerminkan kemampuan sebenarnya.	Valid, but limited by question difficulty or time constraints
		MSN (High) AFZ (Low) DKA (Low) BFA (Low)	Merasa UAS cukup menggambarkan kemampuan mereka, tetapi kemampuan speaking (terutama secara spontan) belum terukur maksimal, sebagian karena faktor gugup.	Valid, but speaking skill remains under-tested/underrepresented

		LLS (High)	Merasa UAS cukup mengukur kemampuannya karena memaksa dirinya belajar ulang untuk melihat perkembangan.	Valid mainly because it prompts self-review of material
4	Q4 Perception of Skill Coverage	DAP (High) MSN (High) AFZ (Low) DKA (Low) BFA (Low)	Menilai skill grammar/reading/writing/listening paling terlihat dalam UAS, sementara speaking paling kurang terwakili.	Speaking perceived as the most underrepresented skill
		AAP (High) NAR (High)	Menilai seluruh skill terlihat berkembang secara cukup merata, tidak ada yang paling menonjol.	Balanced/broad coverage of all skills perceived
		MFJ (Low)	Menilai reading/grammar/vocab paling terlihat, sedangkan speaking maupun listening kurang terwakili.	Speaking and listening both underrepresented
		RAG (Low)	Menilai writing dan speaking paling terlihat, sementara listening kurang terwakili karena jarang diadakan.	Listening perceived as underrepresented
		LLS (High)	Menilai speaking paling terlihat, namun grammar dirasa kurang aplikatif/terlalu teoritis.	Speaking visible, but grammar felt too theoretical/under-applied
5	Q5 Perception of Relevance	DAP (High) NAR (High) MFJ (Low) BFA (Low) RAG (Low)	Merasa soal UAS sangat sesuai/nyambung dengan materi yang diajarkan di kelas.	Strong/clear relevance of test items to material taught
		AAP (High) MSN (High)	Merasa soal UAS relevan karena didukung oleh metode mengajar dosen yang kreatif atau latihan/kuis sebelumnya.	Relevance attributed to teaching methods or prior practice/quizzes
		AFZ (Low) DKA (Low)	Merasa soal UAS cukup relevan dengan materi, meski ada beberapa soal yang butuh pemahaman lebih dalam atau terasa lebih sulit.	Relevance present but with some deeper-understanding gaps or harder items
		LLS (High)	Baru menyadari relevansi materi UAS setelah mengikuti mata kuliah lanjutan.	Relevance only realized in retrospect (e.g., in later courses)
6	Q6 Perception of Fairness	DAP (High) LLS (High) AAP (High) NAR (High) MSN (High) MFJ (Low)	Menilai UAS adil karena semua mahasiswa mendapat soal, waktu, dan perlakuan yang sama serta penilaian yang objektif dan transparan.	Fair due to equal, standardized treatment/questions for all students
		DKA (Low) BFA (Low)	Menilai UAS adil, namun menyarankan agar penilaian praktik (speaking) turut dipertimbangkan.	Fair, but with a recommendation to add practical/speaking assessment

		RAG (Low) AFZ (Low)	Menilai UAS cukup adil, meski ada sedikit catatan (kelelahan mengikuti IC atau soal yang berbeda dari latihan).	Fair, with minor reservations (fatigue or practice-exam mismatch)
7	Q7 Perception of Clarity	DAP (High) AAP (High) NAR (High) MSN (High) RAG (Low) MFJ (Low) LLS (High)	Menilai instruksi dan penilaian UAS sudah cukup jelas dan mudah dipahami secara umum.	Instructions and scoring perceived as clear overall
		AFZ (Low) DKA (Low) BFA (Low)	Menilai instruksi soal sudah cukup jelas, tetapi cara/kriteria penilaiannya kurang dijelaskan secara rinci.	Instructions clear, but scoring/assessment criteria unclear
8	Q8 Perception of Difficulty	DAP (High) AAP (High) RAG (Low)	Menilai writing sebagai skill yang paling sulit, terutama dalam menyusun kalimat/ide.	Writing perceived as the most difficult skill
		LLS (High) MFJ (Low)	Menilai grammar sebagai skill yang paling sulit, terutama karena banyaknya tenses dan perbedaan struktur dengan Bahasa Indonesia.	Grammar perceived as the most difficult skill
		AFZ (Low) DKA (Low)	Menilai reading sebagai skill yang paling sulit, terutama karena teks yang panjang atau butuh pemahaman mendalam.	Reading perceived as the most difficult skill
		MSN (High)	Menilai speaking sebagai skill yang paling sulit karena rasa panik dan keterbatasan waktu.	Speaking perceived as the most difficult skill
		BFA (Low)	Menilai listening sebagai skill yang paling sulit karena audio hanya diputar terbatas.	Listening perceived as the most difficult skill
		NAR (High)	Merasa tidak ada skill yang jelas lebih sulit; tingkat kesulitan tergantung pemahaman terhadap materi.	No skill clearly harder; difficulty contingent on understanding
9	Q9 Perception of Assessment Value	DAP (High) AAP (High) NAR (High) MSN (High) MFJ (Low) AFZ (Low) DKA (Low) BFA (Low)	Menilai UAS bermanfaat secara diagnostik: membantu mengenali kekuatan dan kelemahan diri sebagai bahan perbaikan/evaluasi.	Diagnostic value: reveals strengths/weaknesses to guide improvement
		LLS (High) RAG (Low)	Menilai UAS bermanfaat sebagai pendorong untuk mereview materi dan meningkatkan kemampuan bahasa.	Value as motivation for material review/skill improvement

10	Q10 Emotional Response Before Assessment	LLS (High) NAR (High) MSN (High) MFJ (Low) AFZ (Low) DKA (Low) BFA (Low)	Merasa gugup/cemas saat pertama kali UAS diinformasikan, khawatir soal sulit atau materi belum dikuasai.	Nervous/anxious anticipation
		DAP (High) RAG (Low)	Merasa tenang/netral saat UAS diinformasikan karena sudah diberi tahu jauh-jauh hari sebelumnya.	Neutral/calm because informed well in advance
		AAP (High)	Merasa campur aduk: deg-degan takut gagal namun tetap percaya diri karena performa belajarnya selama ini bagus.	Ambivalent: anxious yet confident
11	Q11 Emotional Response Before Assessment	DAP (High) MSN (High) RAG (Low) MFJ (Low) AFZ (Low) DKA (Low)	Merasa gugup/tegang menjelang hari ujian, terutama karena takut lupa atau menemui soal yang sulit/belum dikuasai.	Nervous/tense, mainly fearing difficult or unmastered material
		LLS (High) AAP (High)	Merasa gugup namun juga bersemangat/penasaran karena merasa sudah cukup siap.	Nervous but mixed with excitement/curiosity
		NAR (High)	Merasa khawatir terutama soal kemampuannya menyelesaikan ujian dengan baik.	Worry centered on ability to complete the test
		BFA (Low)	Merasa gugup secara khusus menjelang sesi speaking, dengan fokus pada kelancaran menyampaikan ide.	Nervousness specific to the speaking session
12	Q12 Emotional Response During Assessment	MSN (High) AFZ (Low) DKA (Low)	Mengalami transisi emosi dari tegang di awal menjadi lebih tenang saat mengerjakan, meski terkadang kembali panik di soal sulit atau kehilangan fokus karena waktu.	Transition from tense to calm while working on the test
		MFJ (Low) RAG (Low)	Berusaha secara sadar untuk tetap tenang dan fokus selama mengerjakan ujian.	Deliberately maintaining calm and focus
		LLS (High) AAP (High) DAP (High)	Merasa tegang namun juga bersemangat/ingin cepat menyelesaikan ujian.	Tense mixed with excitement / eagerness to finish
		NAR (High) BFA (Low)	Merasa khawatir/tegang terkait kualitas jawaban atau ide yang mereka kembangkan.	Concern/tension over the quality of answers or ideas

13	Q13 Emotional Response During Assessment	NAR (High) MFJ (Low) AFZ (Low) DKA (Low)	Emosi terkuat yang dirasakan adalah gugup/cemas, dipicu oleh keinginan mendapatkan hasil yang memuaskan.	Nervousness/anxiety driven by desire for a satisfactory result
		DAP (High) LLS (High)	Emosi terkuat yang dirasakan justru bersifat positif (semangat/excited), dipicu oleh rasa telah siap dan menguasai materi.	Positive emotion (enthusiasm/excitement) driven by preparedness
		AAP (High) RAG (Low)	Emosi terkuat yang dirasakan adalah rasa takut/gelisah yang dipicu langsung oleh materi soal itu sendiri.	Fear/anxiety triggered directly by the material itself
		MSN (High)	Emosi terkuat yang dirasakan adalah gugup akibat overthinking, takut hasilnya tidak maksimal.	Overthinking-driven nervousness
		BFA (Low)	Emosi terkuat yang dirasakan adalah cemas khusus pada sesi speaking karena tampil bergiliran dan ditonton teman.	Performance anxiety specific to the public speaking test
14	Q14 Emotional Pressure	LLS (High) MSN (High) MFJ (Low) AFZ (Low) DKA (Low) BFA (Low) NAR (High)	Menyebut keterbatasan waktu sebagai sumber tekanan yang paling dominan selama mengerjakan UAS.	Time pressure as the dominant source of stress
		DAP (High) RAG (Low)	Menyebut tekanan sosial akibat melihat teman lain selesai lebih dulu sebagai sumber tekanan utama.	Social/peer comparison pressure
		AAP (High)	Menyebut kesenjangan penguasaan materi (grammar) sebagai sumber tekanan utama, karena takut salah menjawab.	Pressure from content/knowledge gaps (e.g., grammar)
15	Q15 Emotional Pressure	NAR (High) MSN (High) MFJ (Low) BFA (Low)	Menilai nilai, waktu, dan tingkat kesulitan soal sama-sama memengaruhi dan menimbulkan kegelisahan.	Combination of score, time, and difficulty together
		LLS (High) RAG (Low) AFZ (Low)	Menilai waktu sebagai faktor yang paling berpengaruh dibanding nilai atau kesulitan soal.	Time pressure as the main influencing factor
		AAP (High)	Menilai tingkat kesulitan soal lebih berpengaruh dibanding faktor waktu.	Difficulty of material more impactful than time
		DKA (Low)	Menilai bobot nilai sebagai faktor yang paling mengganggu pikiran selama mengerjakan.	Score/grade weighting as the main distraction
		DAP (High)	Merasa relatif tidak terlalu terpengaruh karena waktu dianggap cukup dan penilaian transparan.	Minimal pressure due to sufficient time and transparency

16	Q16 Emotional Response After Assessment	DAP (High) LLS (High) NAR (High) RAG (Low)	Merasakan kelegaan sederhana setelah selesai mengerjakan UAS.	Pure/simple relief upon completion
		MFJ (Low) AFZ (Low)	Merasa lega namun masih penasaran menunggu hasil nilai keluar.	Relief mixed with curiosity about results
		DKA (Low) BFA (Low)	Merasa lega namun masih diliputi rasa khawatir/ragu atas jawaban yang telah diberikan.	Relief mixed with lingering doubt/worry
		MSN (High)	Merasa lega namun tetap overthinking memikirkan soal dan nilai.	Relief mixed with persistent overthinking
		AAP (High)	Merasa pasrah — takut gagal namun memilih untuk tidak memikirkannya lagi.	Relief with a resigned/surrender mindset
17	Q17 Emotional Response After Results	LLS (High) MSN (High) MFJ (Low) AFZ (Low) DKA (Low)	Nilai baik meningkatkan rasa percaya diri, sedangkan nilai kurang memang membuat kecewa tetapi dijadikan bahan evaluasi/motivasi untuk belajar lebih giat.	Good scores boost confidence; poor scores lower mood but are reframed as motivation
		AAP (High) BFA (Low) NAR (High) DAP (High)	Nilai baik membuat bangga dan puas, sedangkan nilai kurang memicu kekecewaan dan menurunkan mood.	Good scores bring pride/satisfaction; poor scores bring disappointment
		RAG (Low)	Merasa malu ketika nilai rendah, terutama karena nilai dipublikasikan/diketahui teman sekelas.	Poor scores bring shame due to public disclosure of grades
18	Q18 Motivation	DAP (High) RAG (Low) MFJ (Low) AFZ (Low) DKA (Low) MSN (High) BFA (Low)	Menilai UAS meningkatkan atau memperkuat motivasi belajar mereka, baik sebelum maupun sesudah ujian.	Assessment increases/reinforces motivation to study
		NAR (High)	Menilai motivasi belajarnya muncul karena terpaksa/tertekan oleh ujian agar mendapat hasil memuaskan.	Motivation driven mainly by pressure/fear of a poor outcome
		AAP (High)	Menilai motivasi belajarnya naik-turun tergantung hasil yang diperoleh.	Motivation fluctuates depending on results

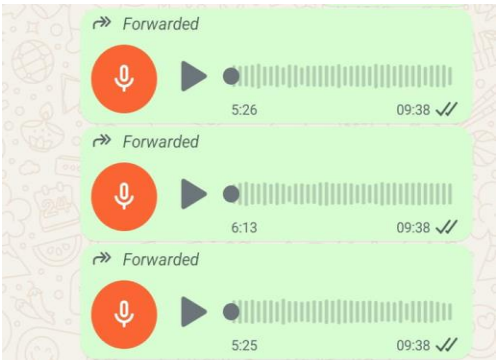
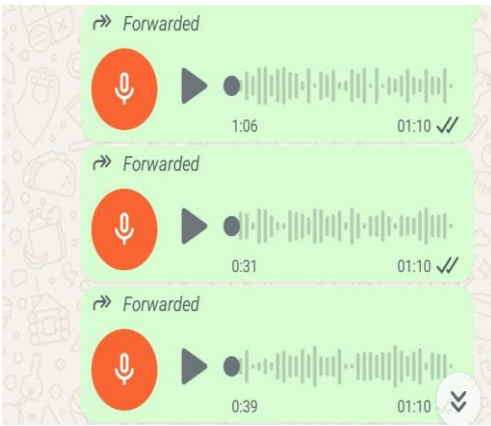
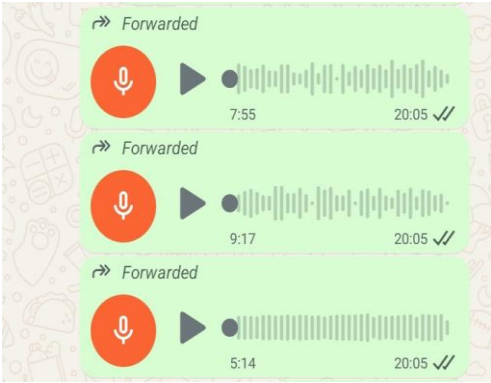
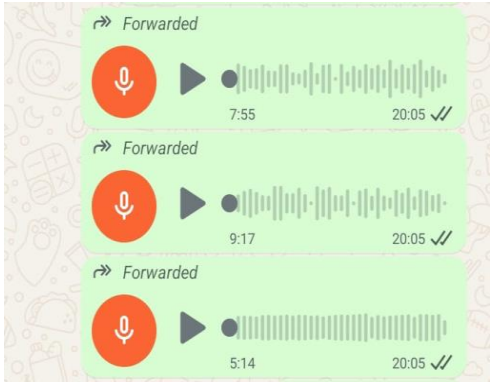
		LLS (High)	Menilai motivasi belajarnya sangat dipengaruhi oleh lingkungan/teman sekitar.	Motivation affected by peer/social environment
19	Q19 Self-Confidence	LLS (High) RAG (Low) AFZ (Low) DKA (Low) NAR (High)	Menilai rasa percaya dirinya secara umum sangat bergantung pada nilai/hasil UAS yang diperoleh.	Confidence directly tied to exam scores/results in general
		MSN (High) MFJ (Low) BFA (Low)	Menilai rasa percaya dirinya secara khusus dipengaruhi oleh performa pada skill speaking.	Confidence particularly tied to speaking performance
		DAP (High) AAP (High)	Menilai rasa percaya dirinya relatif stabil, hanya terpengaruh sedikit atau pada skill tertentu saja.	Confidence largely stable; only minor or skill-specific effect
20	Q20 Preparation Behaviour	NAR (High) MSN (High) MFJ (Low) AFZ (Low) DKA (Low) BFA (Low)	Persiapan belajarnya menjadi lebih intensif/serius karena menyadari UAS memiliki bobot dan konsekuensi yang besar.	Preparation intensified due to the assessment's high stakes/importance
		LLS (High)	Merasa semakin mempersiapkan diri justru membuatnya semakin tenang dan percaya diri.	Preparation helps reduce anxiety and build confidence
		AAP (High)	Melakukan persiapan berlebihan (overpreparation) akibat kecenderungan overthinking.	Overpreparation driven by overthinking
		RAG (Low) DAP (High)	Merasa persiapannya tidak banyak berubah/berdampak, cenderung dilakukan seperti biasa atau mendadak (SKS).	Minimal effect on preparation habits/approach
21	Q21 Study Strategies	AAP (High) RAG (Low) AFZ (Low) DKA (Low) BFA (Low)	Cenderung belajar sendiri terlebih dahulu, baru berdiskusi atau meminta bantuan teman/dosen bila diperlukan.	Independent study combined with peer discussion/support
		LLS (High) NAR (High) MFJ (Low) DAP (High)	Lebih memilih belajar sendiri karena merasa lebih fokus dan nyaman tanpa gangguan.	Primarily independent/solo study
		MSN (High)	Menerapkan strategi berbeda tergantung jenis tes: belajar sendiri untuk tes tertulis, berdiskusi dengan teman untuk tes speaking.	Differentiated strategy depending on skill (solo for written, peer for speaking)

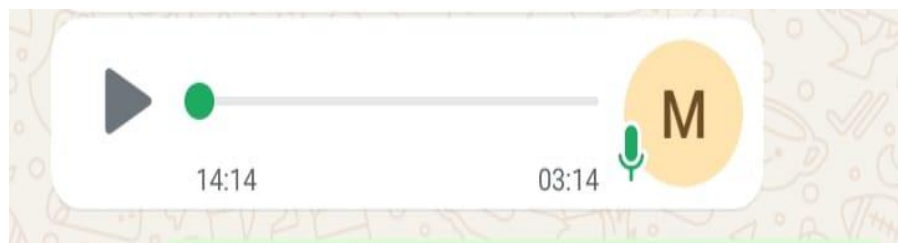
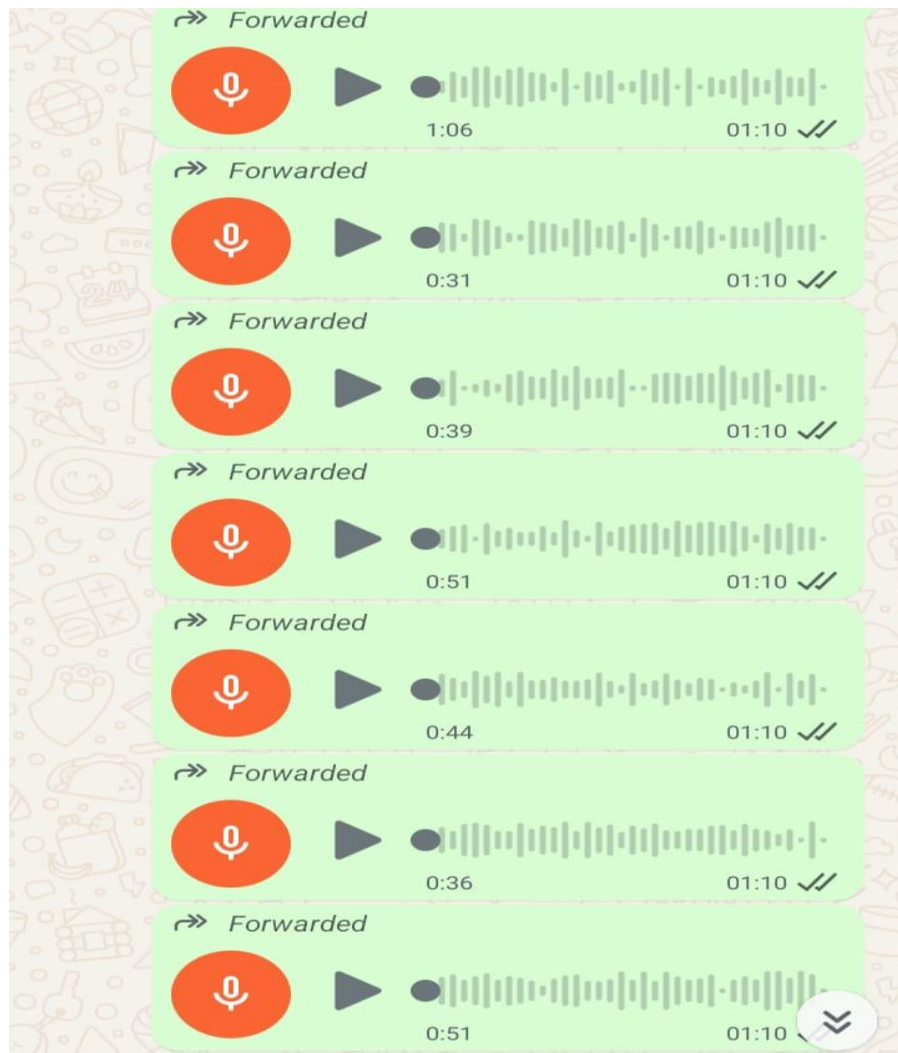
22	Q22 Study Effort	AAP (High) MFJ (Low) AFZ (Low) DKA (Low) BFA (Low) MSN (High)	Mengerahkan usaha belajar yang besar/maksimal, meski motivasinya baru benar-benar terasa mendekati hari ujian.	High/maximal effort geared toward achieving a satisfying result
		DAP (High) RAG (Low)	Mengerahkan usaha belajar yang tergolong sedang-sedang saja.	Moderate effort
		LLS (High)	Menilai efektivitas belajarnya lebih ditentukan oleh perhatian saat di kelas, bukan oleh belajar ulang di rumah.	Effort focused on classroom attention rather than extra study
		NAR (High)	Usaha belajarnya didorong terutama oleh keinginan menghindari nilai buruk/remedial.	Effort driven mainly by avoiding failure/remedial
23	Q23 Engagement or Avoidance	AFZ (Low) DKA (Low) BFA (Low) MSN (High)	Mengaku sering menunda-nunda belajar, namun akhirnya tetap serius/kembali fokus menjelang deadline ujian.	Procrastination, but ultimately resolved as the deadline nears / via self-reminder
		DAP (High) LLS (High) AAP (High)	Mengaku sering menunda belajar, namun menganggap hal itu sebagai strategi yang cukup efisien (belajar sistem kebut semalam).	Procrastination justified as an efficient/sufficient strategy (cramming)
		NAR (High) RAG (Low)	Mengaku sering menunda belajar karena teralihkan oleh gawai/media sosial.	Procrastination driven by digital distraction (phone/social media)
		MFJ (Low)	Mengaku menunda belajar karena kelelahan atau kesibukan tugas lain, yang membuatnya kurang fokus.	Procrastination caused by fatigue or competing tasks
24	Q24 Adaptation During Assessment	DAP (High) LLS (High) NAR (High) MFJ (Low) AFZ (Low) DKA (Low) BFA (Low)	Menerapkan strategi 'lewati dulu, kerjakan yang mudah': soal sulit dilewati dulu dan dikerjakan belakangan jika masih ada waktu.	Skip-and-return strategy (answer easy items first, revisit difficult ones)
		RAG (Low)	Menerapkan strategi menebak jawaban yang paling mendekati saat waktu hampir habis.	Best-guess strategy when time is nearly up
		AAP (High)	Menerapkan strategi membaca ulang soal/jawaban, dan pasrah bila waktu benar-benar habis.	Re-reading/review strategy, with resignation if time runs out

		MSN (High)	Menerapkan strategi manajemen waktu sejak awal untuk mengurangi tekanan saat menghadapi soal sulit.	Proactive early time-management to reduce pressure
25	Q25 Coping Behaviour	DAP (High) AAP (High) AFZ (Low)	Menenangkan diri dengan cara menarik napas dan/atau berdoa sebelum atau saat mengerjakan.	Breathing exercises and/or prayer as calming techniques
		MFJ (Low) DKA (Low)	Menenangkan diri dengan cara memastikan istirahat/tidur yang cukup sebelum ujian.	Adequate rest/sleep as a coping strategy
		MSN (High) BFA (Low)	Menenangkan diri dengan cara mengatur ritme belajar dan fokus per soal (self-regulation).	Self-regulation/pacing to stay calm and focused
		LLS (High)	Menenangkan diri dengan sikap pasrah yang tenang dan yakin semua akan terlewati.	Calm acceptance / positive self-talk
		NAR (High)	Menenangkan diri dengan mencari hiburan (menonton/membaca) untuk mengelola stres.	Distraction/entertainment to manage stress
		RAG (Low)	Menenangkan diri dengan membaca sekilas/skim soal terlebih dahulu sebelum mulai mengerjakan.	Pre-reading/skimming questions as a coping tactic
26	Q26 Behavioural Impact After Assessment	NAR (High) MSN (High) MFJ (Low) AFZ (Low)	Mengubah cara belajarnya menjadi lebih terarah pada skill yang masih lemah, dengan metode yang lebih efektif.	Adopted more targeted/effective study methods for weak skills
		DKA (Low) BFA (Low)	Mengubah cara belajarnya menjadi lebih rutin dan berjangka panjang, tidak lagi hanya belajar saat mendekati ujian.	Shifted toward sustained, long-term/routine study habits
		DAP (High) AAP (High)	Tidak banyak berubah dalam cara belajar, hanya menemukan materi atau alat bantu belajar baru.	Minor change; mainly discovered new materials/tools
		RAG (Low)	Menjadi lebih rileks dan berkurang kecemasannya terhadap bahasa Inggris.	Increased relaxation / reduced anxiety toward English
		LLS (High)	Menjadi lebih sadar akan pentingnya penggunaan kosakata sehari-hari yang praktis.	Increased awareness of practical/everyday language use

DOCUMENTATION







AUTOBIOGRAPHY



The author's name is Welinsah Yusat Wika, born and raised in Kepahiang, Bengkulu, Indonesia. The author began his educational journey at SDN 03 Seberang Musi, Kepahiang, and completed her elementary education from 2010 to 2016. The author then continued her education at SMPN 3 Kepahiang for junior high school from 2016 to 2019, where she began to discover his interest in the English language. After that, the author continued her high school education at SMA N 1 Kepahiang from 2019 to 2022, developing both academic knowledge and personal character. Currently, the author is pursuing studies in the English Language Program at IAIN Curup, which began in 2022, with a strong commitment to deepening her understanding of linguistics, literature, and English communication.

In addition to academic activities, the author has also gained valuable professional experience that has shaped personal growth as an individual. From 2022 to 2024, the author joined the Indonesian Red Cross and later became part of the organization's executive board.

This taught the author the importance of professionalism, discipline, and effective communication within an organizational setting, as well as teamwork. After completing the term as a member, the author applied for the Bank Indonesia scholarship and was selected as a recipient from late 2024 through early 2026.

There were countless experiences, relationships, valuable knowledge, and support that had a profound impact on the author during his approximately four years of college life. Through these experiences, the author has grown into a dedicated and motivated person.