

STUDENTS' EXPERIENCES ON TAKE-HOME FINAL EXAM

THESIS

Submitted by:

MELISA UMI PUTRISARI BAYU

NIM. 140203204

Student of Faculty of Education and Teacher Training

Department of English Language Education



FACULTY OF EDUCATION AND TEACHER TRAINING

AR-RANIRY STATE ISLAMIC

BANDA ACEH

2019 M / 1440 H

THESIS

Submitted to Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh
In partial fulfilment of the requirements for Sarjana Degree (S-1)
On Teacher Education

By:

MELISA UMI PUTRISARI BAYU
Student of Fakultas Tarbiyah dan Keguruan
Department of English Language Education
Reg. No: 140203204

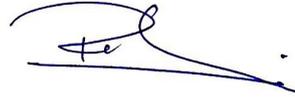
Approved by:

Main Supervisor,



Siti Khasinah, M.Pd

Co-Supervisor,



Rahmat Yusny, M. TESOL

It has been Defended in Sidang Munaqasyah in front of
The Council of Examiners for Working Paper and
Has been Accepted in Partial Fulfillment of
The Requirements for Sarjana Degree (S-1)
On Teacher Education

on:

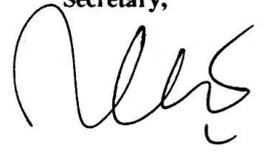
Thursday, January 24th, 2019 M
18 Jummadil Awwal, 1440 H

Darussalam - Banda Aceh

Chairman,


Siti Khasinah, M. Ed

Secretary,


Chairul Iqbal Aziz, S. Pd

Member,


Nidawati, M. Ag

Member,


Dr. phil. Saiful Akmal, M A

Certified by:


The Dean of Faculty of Education and Teacher Training
Ar-Raniry, State Islamic University
Dr. Muslim Razali, S.H., M.Ag
195903091989031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln.SyekhAbdurRaufKopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id, Website: <http://pbi.ar-raniry.ac.id/>

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama : Melisa Umi Putrisari Bayu
NIM : 140203204
Tempat/Tgl. Lahir : Meulaboh / 09 Juli 1996
Alamat : Jl.Elang,Lr.Merpati,No.31, Ateuk Pahlawan
Judul Skripsi : Students' Experiences On Take-Home Final Exam

Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 14 Januari 2019



Saya yang membuat surat pernyataan,

Melisa Umi Putrisari Bayu

ABSTRACT

Name : Melisa Umi Putrisari Bayu
Reg. No. : 140203204
Faculty : Fakultas Tarbiyah dan Keguruan
Major : Department of English Language Education
Title : Students' Experiences on Take-Home Final Exam
Advisor I : Siti Khasinah, M.Pd
Advisor II : Rahmat Yusny, M. TESOL
Keywords : Students' Experiences; Alternative Assessment; Take-Home Final Exam; Self-Regulated Learning; Washback

Take-home final exam introduced as tool to assess students' ability in a content of real situation. It plays important role in introducing changes that would promote and foster the cognitive process and thinking skills for the course learning outcomes. This research dealt to find out the understanding of students' experiences on take-home final exam given in last semester. The research employed a qualitative research design, as this study is concerned in developing explanation of social phenomena. To find out the information, the researcher conducted the data by in-depth interview done with five students of seventh semester of Department of English Language Education in Universitas Islam Negeri Ar-Raniry Banda Aceh. The data was analyzed by using a data analysis tool, called QDA Miner Lite. The sampling technique used a purposive sampling. The findings indicated that students have various expression of experiences on take-home final exam which divided into two themes; positive and negative experiences. These themes revealed their experiences that can be described by their learning processes and their self-regulated learning in every take-home final exams' subject. As the alternative assessment, take-home final exam needs some strategies to build an effective learning experience and to evolve students' understanding in exploring a wider range of knowledge. Thus, students should be aware of their instruction requirement which will be affected to the way they learn.

ACKNOWLEDGMENT



In the name of Allah, the Most Gracious and the Most Merciful
Alhamdulillahirabbil ‘alamin, all praises to Allah SWT for blessing, love, opportunity, health, and mercy to complete this undergraduate thesis entitled: ***Students’ Experiences on Take-Home Final Exam***. Peace and salutation, might He always granted to the noble our beloved prophet Muhammad Shallallahu ‘Alaihi Wassalam, who has struggled whole-heartedly to deliver the truth to human being and guide his *ummah* to the right path.

First and foremost, for my academic journey, I would like to specifically thank my sincere supervisors Ms. Siti Khasinah, M.Pd and Mr. Rahmat Yusny, M. TESOL for their thoughtful and guidance, thousand suggestions and critical constructive comments which have definitely stretched my potential and ability as evident in this thesis. Without their encouragement, this thesis would not have been accomplished successfully. My appreciation also goes out to my academic supervisor, Mr. Rahmat Yusny, M. TESOL. who has guided me since my first semester in the Department of English Language Education. May Allah grant you all a special place in Jannah. Second, my appreciation and thanks to all the participants of this study who involved, to all lecturers in Department of English Language Education for their cooperation during data collection period.

I would like to express massive thank you and greatest gratitude to my beloved family; first, to my super amazing parents that I ever had, my father Bakhtiar Yunus and my mother Syaribanun for the endless love and support, second, to super incredible bodyguards in the world, shout out to all my brothers Iskandar Zulkarnain Bayu, Muhammad Zulfakar Bayu, and Rahmat Putrafajar Bayu for their unconditional love throughout the course of my study. Last, to my sisters-in-law, thank you for your encouragement to support me. There is no word that can describe how much they mean to me.

Shout out to all of my support system friends for cheering me up to solve all my problems. I cannot describe how to confess that I love you all. I cannot imagine a more interesting group of people with whom I had spent more than seventeen years of my life. Thank you for always stand by me, my limited-best friends since we were at elementary school until now, Siti Rechal, Nadya Balqis, Jihan Iskandar. Thank you to my weird gangster squad “*Grun Belelaik*” for always make some jokes that I even cannot stop laughing Ecal, Clim, Plek, Kak Baksi, Oci. I also would like to thank you to all comrades the Department of English Language Education of 2014 for the beautiful memories we have created together. Thank you so much for the encouragement, your warmth and affection.

Banda Aceh, January 14th 2019

Melisa Umi Putrisari Bayu

TABLE OF CONTENTS

APPROVAL BY THESIS SUPERVISORS	
APPROVAL BY THE EXAMINERS	
DECLARATION OF ORIGINALITY	
ABSTRACT	v
ACKNOWLEDGMENT	vi
LIST OF CONTENTS.....	viii
LIST OF APPENDICES	x
CHAPTER I : INTRODUCTION	
A. Background of Study	1
B. Research Question	4
C. The Aim of Study.....	5
D. Significance of Study	5
E. Terminology.....	6
CHAPTER II : LITERATURE REVIEW	
A. Assessment.....	7
B. Self-Assessment	12
C. Peer Assessment.....	12
D. Examination	13
E. Self-regulated Learning.....	14
F. Washback.....	18
CHAPTER III : RESEARCH METHODOLOGY	
A. Research Design.....	21
B. Research Participants.....	21
C. Research Location.....	22
D. Method of Data Collection.....	22
E. Data of Analysis.....	25
CHAPTER IV : RESEARCH FINDINGS AND DISCUSSION	
A. Findings.....	27
B. Discussion.....	39

CHAPTER V : CONCLUSION AND SUGGESTION	
A. Conclusion.....	42
B. Suggestion.....	43
REFERENCE :	45
APPENDICES	
AUTOBIOGRAPHY	

LIST OF APPENDICES

- I Appointment Letter of Supervisor
- II The recommendation letter for conducting research from Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh
- III Confirmation Letter of Conducting Research from Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh
- IV Interview Question List
- V Transcript of Interview
- VI Autobiography

CHAPTER I

INTRODUCTION

This chapter designed to present introduction that consists of the background of study, research question, aim of study, significance of study, and terminology.

A. Background of Study

In the learning process, there are three basics of standard that should be implemented. Bloom's Taxonomy mentioned that objectives, instructional, and assessment are needed to be closely aligned. In education, objectives indicate what we want the student to learn which are explicit formulations of the ways in which students are expected to be changed by the educative process. Explicit formulations mean to identify the end of instruction product in terms of observable students' performance. Learning objectives are a way to build an expectation for students so the teacher will know precisely what is expected of them. When it is unclear, it may lead students to get side factors that could impede the learning process.

An instructor is expected to design an instruction to achieve the objectives, to go straight to the target that required to be measured. This standard should be given to students by giving some relatable sources to make them understand about the lectures or ask them to discuss something, and also give them some learning materials that relate to the lesson.

Then, it is time to assess the effectiveness of their teaching by measuring the extent to which students in the classroom are learning about the course material.

Wiggins and McTighe (2005) offer a framework for classroom instruction to emphasize the critical role of assessment. They argue that assessment provides the evidence needed to validate a means of learning which has occurred in the classroom. Assessment is used to know the instruction that teacher has designed can achieve the standard required whether it is measurable or not. It also become an information for the assessor and an achievement for students.

Further, in the field education in term of assessment, it is important to understand the differences between the types of assessment, summative and formative assessment, which has a place in the education system to facilitate students learning. In addition, Maclean and McKeown (2012) described that formative assessment is formalized and graded as an incentive study. Take-home final assessment as its typical, graded formative as to encourage students learning, such as open-book exam, with little time pressure and low stakes with few grade-points to avoid penalizing students from mistakes. By contrast, the goal of summative assessment is to measure learning objective achievement at some point in academic semester.

In discussing ways, Plair (2015) agree that the various types of assessment are expected to impact student learning which each of these forms has specific purpose. It also has increased by measuring the quality and ability that should be determined objectively. In detail, according to Rasul and Bukhsh (2011), every educational system consists of an examination system through when the qualities and abilities of the student are assessed by giving them grades and positions. The

point is examination is considered as an efficiency of education, means that performance level should be measured toward what the students can attain from.

As a measuring instrument, examination plays a vital role in the educational system as a whole. Final examination intended to verify both a candidates' value and teaching value. Thus, it is to measure what students have accomplished during the period of study to appraise the ability and quality. It also offers further resources to allow them to measure their level understanding accurately. Another principle aim of the final exam is also to assess how much the learning has taken place and to what extent the educational objectives and goals have been achieved.

Besides, the examination is about how well the process is going by using a proper technique to be given to examinees. We have known about various common problems in final exam that have happened, it could be caused by any kind of reasons which could be seen in their preparation toward it because they knew that exams are coming up or students' chance limitation in completing their exam/project in class than take-home final exam.

Meanwhile, a technique test such as in-class final exam sometimes gives relief to students once they're over, it is good at a present students' proper voice, we can say that it is a way to make sure that students do not cheat on their final exam. In addition, this type of final exam is not time-consuming because they have to complete the test at that time. On the other hand, take-home final exam also gives benefit for students to work without under pressure.

This research is based on a previous research journal on the effective learning experience of take-home final exam done entitled "*Assessing and Refining*

Group Take-Home Exams as Authentic, Effective Learning Experiences” by Johnson et al., (2015) showed that most students feel more comfortable about performing group work, enable them to apply and synthesize knowledge, deepened their comprehension of the course material of project that given by teacher, made them aware of its relevance and also helped them hone interpersonal skills. As the authentic assessment, group take-home exam is expected to assess students’ performance on real-world task by emphasizing what they can do with what they know. In the same way, the implementation of take-home final exam as authentic is for requiring students to apply their knowledge to new situations.

Johnson et al., (2015, p.70) also suggested five recommendations to instructor in enriching student learning of knowledge, which are; (1) build motivation to students to perform their course learning and then explain them about the goals, second, (2) build skills and practice, practice teamwork in self/peer assignments, (3) give them feedback by their work skills, (4) be clear and fair, explain them the exam policies, and (5) use assessment recurrently. All of this will lead their skills collaboratively, to apply their science knowledge, and many come to view the exam as an effective learning experience.

B. Research Question

From that previous journal research, the researcher takes it as reference to support this research, therefore, in accordance with the above facts, the researcher is highly motivated to find out students’ perceptions which more focus on their experiences as their take-home final exam by their experiences as the examinees.

Based on the background of the study, the researcher formulates a research question, which is:

1. How are students' experiences on take-home final exam?

C. The Aim of Study

This study is aimed to find out an understanding about students' perceptions that more focus on their experiences on take-home final exam during their learning process. Thus, the overarching aim of the study was first to explore students' experiences of the introduced take-home final exam in relation to the way their learning regulation and preparation for it, then to find out an understanding of actual influence of this exam during learning process practices in order to see what kind of washback.

D. Significance of Study

This research is expected to all of the researchers that give an understanding about help in guiding future researchers to conduct studies in the area of academic-related to a take-home final exam in college by students' experiences about all of what they got during final exam. These findings also can contribute to a further developing assessment of final examination and support learning process by using a proper assessment to assess students' performance, especially their achievement.

E. Terminology

1. Students' Experiences

In educational context, understanding students' learning should take account of students' construction of reality. Reality can be assumed as students' experiences that has an important value. In this research, students' perception is limited into 2 kinds which are their opinion about their experiences of take-home final exam that given by their lecturers and how well they prepare for it.

2. Take-Home Final Exam

Take-home final exam as one of the techniques for completing final examination at the end of academic term which more time consuming to be completed, it usually needs a deadline to submit such as within one or two weeks of the end semester. Take-home final exam also can be considered as a test which students complete at home, especially because there would not be enough time to do it in class. By doing that, the examiners should give proper escape that they have to run it well so the students can get the meaning of the importance of examination.

CHAPTER II

LITERATURE REVIEW

This chapter discussed a literature review of some important theories which based on the need of research that covered by six aspects; assessment, self-assessment, peer assessment, examination, self-regulated learning, and washback. Each aspect will be elaborated and discussed in details in the following part.

A. Assessment

Assessment is a systematic process of gathering information about what students know, are able to do, and are learning to do. Assessment information provides the foundation for decision-making in planning for instruction and learning. The primary purpose of assessment is to improve the quality of students' learning. Educators use the data to measure and document students' progress toward a learning goals, to evaluate and determine if instructional goals have been met (Plair, 2015).

Furthermore, assessment of students' learning outcomes intended as an attempt to collect a variety of continuous and comprehensive information about the process and the outcomes of learning that have been achieved by the students through the teaching and learning activities as the basis for determining the next steps. In addition, assessment can be defined as the systematic and ongoing method of gathering, analyzing and using information from measured outcomes to improve students' learning in terms of knowledge acquired, understanding developed, and

skills competencies gained (O'Farrell, 2009). It concluded that the purpose of an exam to make a final review of a topic covered and assessment of each students' knowledge of the subject.

There are two types of classroom assessment as cited by Sekyi (2016, p.1), as follows;

a. Formative assessment,

This assessment is similar to diagnostic assessment but differs in providing ongoing feedback to the teacher about the effectiveness instruction. The purpose of formative assessment is to monitor students' learning and provide feedback to students and parents. Furthermore, it can be clarified from an education paper by Looney (2011), she agrees that formative assessment has an impact on teaching and learning process which it can help students to solve learning gaps.

b. Summative assessment

It gives at the end of the study. The primary purpose is to determine the knowledge, skills, attitudes that have developed over a period of time and also to summarize the progress of students. According to McAlpine & Higginson (2001) highlights the type of assessment is based on what they have achieved that can be known by grading their learners' rank whether they deserve to fail or not.

Overall, students should be aware of the expected outcomes of the course and the procedures to be used in assessing performance relative to the learning outcomes.

1. Traditional Assessment

The traditional assessment can be stated in most courses of higher education which based on paper and pencil tests. This test is expected to measures how well

the student can repeat declarative knowledge transferred from lecturer to the passive student. There are many types of examination question in traditional assessment that can be implied which are, multiple choice, true/false, matching, short answer, essay, and oral (Clay, 2001). He points some brief descriptions each of them, as follows:

- a. Multiple Choice, it is composed of students that they should choose the option and find out which one correct answer while others are incorrect.
- b. True/False, examiner composes some statement to get a response from students. Typically, some statement intended to break their focus to decide and guess which one is the right answer.
- c. Matching, students should indicate the answer to the question by pairing each of a set statement provided.
- d. Short answer, it provides a question which students should answer with a brief written answer correctly.
- e. Essay, same like short answer question that should be written to answer but it is more complex to do so. The purpose is to explore students understanding and students can demonstrate their creativity in delivering the answer.
- f. Oral, it requires the students to give some responses directly. This kind of examination question is done based on what students have explained a lot of their understanding and the process tend time consuming to complete.

2. Alternative Assessment

The alternative assessment is any classroom assessment practice that focuses on continuous individual students' progress. The purpose of alternative assessment is to evaluate and measure students' competency based on their ability in a content of real situation. It is expected to provide some feedback of what they have learned by their own work.

As Janisch et al., (2007) added that lecturer should develop an improvement to their students' knowledge by making a professional classroom decision for their learning needs. It means that to go through of goal of the courses needs a constantly apply a great technique to get feedback on their own teaching whether it is success or not.

This assessment of students' performance in the project is based on meeting and discussion between a course and students during the learning process in each semester, such as portfolio, journal, and interview.

In such a way to assess, here is the example of alternative assessments that we might consider, called "Open Book Exams or Take-Home Final Exams", it encourages students to obtain their knowledge, get a deep understanding of learning material, it supposed to reduce some problems such as an anxiety during the learning process. By using many assistants, students can explore more material related to the take-home final exam needs.

As the alternative assessment, take-home final exam could also say as a students' project but still use an assessment examination in assessing it. Nasab (2015) added an alternative assessment as instruction context that can be united into

classroom teaching-learning. In other words, alternative assessment introduces a way to motivate and to inspire learners to explore and enhance learning pattern as well.

This research topic is expected to allow students to face the exam easily. Take-home final exam as one of techniques in giving examination can be considered as the alternative assessment to assess students' achievement during the learning process. As a facilitator, the lecturers assigned to give it to their students for increasing up their learning achievement, like the researcher mentioned above.

a. Portfolio

A portfolio is a framework of collection students' work that demonstrates their progress and achievement during their whole learning process including some materials such as essay, report and project outline, magazine clippings, artwork (collection of photo or video) (Brown, 2004, p.256)

As Brown (2004) also added some potential benefits of the portfolio which the lecturers as the main facilitator can offer opportunities to their students to work collaboratively with peers, students feel comfortable and confident to work with their friends and it will facilitate them to be more creative. In developing the quality to be evaluated, Brown (2004) also highlights a role of assessment that lecturer and students need to take.

b. Journal

As Brown (2004) stated that journal obviously serves important pedagogical purposes: practice in the mechanics of writing, using writing as "thinking" process, individualization, and communication with the teacher (p. 260). At the same time,

the assessment qualities of journal writing have assumed an important role in the teaching-learning process. Journals inform the lecturer of what their students took from the instruction given them. What students learn may not coincide with what the lecturer thought they would learn and journals offer a means for informing the lecturer of any discrepancies between what was thought to be taught and what the students actually learned.

B. Self-Assessment

As cited in a thesis by Wiesnerova (2012), he states that self-assessment enables students to be more active in the result of their learning and also they can participate and involve into it actively. It considered as one of formative process that implemented during students reflect on and evaluate their own quality of work, and also identified as students' strengths and weakness of their work. This learning process helps students to be more responsible and encourage them to build their progress of learning. In teaching learning, the lecturer can apply it by starting an intensive approach of conversation with them to introduce directly, then begin provide them some practice in a paper. Self-assessment should be designed as appropriate as it can to create students' standards of work to which the students are aspiring.

C. Peer Assessment

In some instances, the practice of peer feedback will include the assigning of a grade. According to Falchikov (2007) states that peer assessment requires

students to provide either feedback or grades even both to their peers on performance, it is based on to which students that have been involved. In 2006, Kvale states “Peer learning draws on the cognitive apprenticeship model”, means that it gives some benefits of it which are; students will receive a wider range of ideas from their peers that can help them to promote development and improvement. The lecturer can implement it by giving them practice, such as exchange and discussion of lecture notes to gain confidence and competent at it.

D. Examination

An examination is a test given to students at the end of degree course study or training in a particular academic term. Examinations are a very common assessment and evaluation tool in universities or schools. It measures the students’ capabilities against a required standard and determines the skill of answering some questions by the examiner. Examinations tend to check whether the prescribed objectives are obtained or not. In discussing way, an examination has general common goals, which are;

- a. measuring what students know and can do
- b. improving instruction
- c. helping students achieve higher standards

An examination can be a very effective tool for measuring students’ achievement in a learning process, and also present some challenges in ensuring equity for those taking them. It could be a class project that should be done out of class by the lecturer for developing skills and competencies of the learning

outcomes. A good classroom test is concerned by an evaluation for the purpose of enabling teachers to increase their own effectiveness by adjusting in their teaching to enable certain groups of students or individuals in the class to benefit more.

In another side, there is a way to create something new to upgrade the technique in composing examination. By giving a final exam, a proper technique will give a good impact to the examinees, points that lecturer should aware toward the development of learning outcomes that it has an effect to students' achievement in the future. In addition, one of the components that have to be evaluated in an exam is the learning outcomes of students, as a found test of students' understanding or ability in a particular subject.

E. Self-regulated Learning

Self-regulated learning can be explained as an application of learning goals strategy setting by learners, it focuses on how they manage themselves toward applying and achieving objectives requirement during a learning process. The effectiveness of learning strategies should be supported by students who aware of their own ability in managing some strategies and they should monitor their progress into skills that are required for learning.

Furthermore, as explained Sebesta and Speth (2016) that self-regulated learning helps students to set learning goals such as their time and commitments, how they study autonomously, how to optimize the effectiveness of their study practices. Gibbs and Poskitt (2010) agree that self-regulation is about goal setting,

time management, and organization that important for students to apply their strategies in self-regulatory processes and behaviors.

In addition, self-regulated learning strategies help students to develop an ability or academic performance skill (Zimmerman, 2008). In 2015, Williamson discussed the primer self-regulated focus which points on students' ability to think metacognitively, motivationally, and behaviorally. These basic elements explain how students organize and assess their own learning by solving problems, mastering a task as their self-improvement, and optimizing their study environments.

In discussing ways of forming self-regulation, Zimmerman (2008) highlights the influences of interaction with the environment can regulate personal and behavioral influences. For the further explanation can be explained below, which are;

- a. Metacognition

As previous stated, the first element related to self-regulated learning is metacognition. Based on research suggested by Dignath et al. (2008) stated that self-regulated in setting goals has an advantage for students that should be provided with information concerning how to apply their own learning strategies. This is what metacognition meaning that it is related with learners' ability to monitor, plan, organize and evaluate the learning. Self-monitoring enable students to set an appropriate strategy in order to achieve their goal. In this case, students' awareness of how and when to use various learning strategies to solve some gaps between

performance and target outcomes are noticed. It can be by help from teacher or lecturer to create practical things to promote the metacognitive processes itself.

Furthermore, there are three types of metacognitive strategies related to the categories of learning strategies, as follows: first, strategies for planning and prediction (by making a plan for an important aspect of their own learning strategies, determining a good performance to be performed), second, strategies for monitoring and control (by checking if they still on the track or not, it means that students should check their own understanding or check some information their work), third, strategies for evaluation and reflection (these strategies usually used when students has completed their work and want to re-check the answers for times before submitting it).

b. Motivation

The second important element of self-regulated learning is motivation (Zimmerman, 2008). As previous stated, students are expected and motivated to learn autonomously or independently to master their own task through their self-improvement in accomplishing the goals. It helps student to build a new habit persistence and motivation.

There are three categories of motivation strategies, which are: first, self-efficacy/autonomy (students' belief of their work to complete by their own ability), second, task value (students' belief of the importance of a task), third, goal orientation (the strategies which students aware to participate and master a skill for obtaining high scores and achieving a well performance).

c. Behavior

The third component related to self-regulated learning is behavior. In explaining setting goal strategies, behavior made by students' optimization of selecting and structuring learning environment. It engages students to learn more effectively by making effective decisions when it comes to their learning. There are three strategies that covered, which are; first, effort management (in achieving their goals, students should commit to themselves if they find a problem they will solve it, for example: when completing the task), second, management of environment (by creating a relax circumstances of learning, for example: go to library for finding a quiet place to study or using technological tool to support the task easily, like in the internet or any kind of tool), third, management of others (students set their learning collaboratively).

In this way, students are able to develop self-regulatory proficiencies to self-assessment by their work against the assessment criteria introduced in the instructional scaffolding stage and to monitor their progress towards the targeted goals in the feedback received. To start with, Pauline and Wong (2017) discussed the instruction as means of scaffolding in learning process, enabling students to have a clear vision of what they should progress through the feedback provided by their lecturers. The information gathered from the monitor and control facilitated students' self-regulation on their learning, and allowing them to set goals management in order to challenge themselves in the next project.

Discussing by, the lecturers should support their students by capturing them in self-assessment of their own errors and self-monitoring of their progress towards

their goals. As Pauline and Wong (2017) describes self-regulated learning as an intricate process whereby students set learning goals, monitor, regulate, and control their cognition to achieve the goals. It has strong association with students learning and academic performance, which includes to manage an effective learning experiences.

Cultivating self-regulated learning through take-home final exam as alternative assessment. The learners are expected to be able to challenge themselves in part of their metacognition, motivation, and behavior to regulate their learning, specifically, enhance their critical thinking based on their progress.

F. Washback

The term of washback has come to the prominence in the literature of English Language Teaching. In this sense, the term represents a good test criterion. It denotes to the impact which yields from the ongoing process on individuals, school teachers, policy makers, and entity of educational strategic system (Thaidan, 2015). It is worthwhile to sort out the students from the other stakeholders since the washback processes influence them will directly affect to language learning, specifically to their efforts to promote language learning.

In addition, the influence is mainly associated with high-stakes test, the consequences of which are used to make important decisions for test-takers. The influence can be observed in the participants' feelings and attitudes towards and finally in the learning process. In other words, it would be driven simultaneously by the goals of test-takers.

In large-scale assessment, washback generally refers to the effects the test has on instructions in term of how students prepare for the test (Brown, 2004, p. 28). A well-prepared examination can be affected to learning and can be influenced to what they learn, it clarified from hypotheses to clarify the concept of washback effect as cited by Castro and Vega (2017). For instance, it is common for teacher to tell the specific topics to the students for them to study which also affects the sequence in the program and the depth of learning.

Furthermore, washback is generally perceived as being either beneficial and harmful. these effects are divided and can be indicated as positive and negative washback in a principle of language testing, which are;

a. Positive Effect

The positive effects of washback expected from a language testing view point are that the exam should motivate students to provide clear information of their own skills and knowledge, motivate students to work harder, and help students align their personal effort with rewards.

b. Negative Effect

In other hand, a potential effect of high-stakes testing on students can be indicated by negative effect. The test could frustrate the students from trying. This situation like a harmful for students who fear about their goals in learning that can be influenced in the future of academic term.

In addition, a test can have its consequence beyond the learning outcomes it also has been used to refer to the way a test affects teaching material. As high-stake test, examination can exert considerable influence on students alike.

Unfortunately, most students spend one or two years of their lives only for preparing a well test, success or failed in passing the test sometimes bears personal and social consequences.

In short, washback effect has been presented as a neutral influence with positive and negative consequences. The influences have been considered a powerful consider in educational context as it explained. Thus, students should participate in term of high-stakes to pursue their studies which can be related to their experiences in order to accomplish their goals in the test to focus on their self-effort.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discussed the research method in this study. It covers some discussion about research designs, research participants, research location, methods of data collection, and data analysis.

A. Research Design

It is used to know what research design should be taken and to get accurate information, so the research problem of this research will find out. This qualitative research used narrative research in conducting the data. According to Cresswell (2014, p.42), qualitative research is an approach which discussed and used to investigate a phenomenon by knowing the real meaning of individuals or group issue. It also includes developing particular of general problem and clarification based on a fact.

Take-home final exam experiences should be described and examined by exploring students' statements in detail. Therefore, the researcher used narrative research to obtain some information in an existing condition in a situation, and also because of their meanings could not be measured generally to construct their experiences should be designed qualitatively.

B. Research Participants

The researcher conducted the research at Universitas Islam Negeri Ar-Raniry Banda Aceh and Department of English Language Education's student as

the participant. In completing the process, the researcher chose a purposive sampling technique that participants are chosen who can give good and reliable information which to find out the research question requirement. Therefore, in this study, the researcher selected five students of seventh semester of Department of English Language Education as the participants of this study who had experiences on take-home final exam in the previous semester.

C. Research Location

The researcher took a research location at Universitas Islam Negeri Ar-Raniry Banda Aceh, located at Jalan Ar-Raniry Kopelma Darussalam, Banda Aceh. To conduct this research, the researcher chose a Department of English Language Education in the Faculty of Teacher Training as a place. For the sample of this research, Department of English Language Education students are chosen to be conducted as participants.

D. Methods of Data Collection

In this research, the researcher chose an appropriate instrument for gaining data. An easy tool to help the researcher in gathering data is by an instrument. Then, the researcher need a technique to obtain some information from data by interview, specifically, an in-depth interview is the instrument chosen to be applied in collecting data.

Furthermore, the reason why researcher chose interview because it related to the aim of research that to conduct some information by participants' responses

of their experiences related to the research question being asked. According to a book *Researching Second Language Classrooms* (McKay, 2006), as Patton (1990) highlighted the strength of an open-ended interview which one of three types of interview. Thus, in this case, the researcher was more focus at this type because it allowed to find out particular information from every topic of a question by doing an interaction and communication directly.

a. In-Depth Interview

In this research, the researcher obtained more data by using In-Depth interview that involved an intensive individual interview. According to Boyce and Neale (2006), in-depth interview is a qualitative research technique that involves conducting intensive individual interviews (face to face) with a small number of participants to explore their perspectives on a particular idea.

This technique is chosen because the researcher can explore more detail and deep understanding of information that happened around them by their answers. During the interview, it did not need to lead the participants to provide answer, the researcher only listened to their responses attentively so they could share by expressing it honestly.

The interview question consisted of 5 questions which discussed about positive and negative experiences, teaching learning, self-regulated learning, and its effect that affected to the way they learn. The interview goes with the flow and the time spent 30 minutes for each student to response and elaborate it, then record by taking notes and voice memo (tape recorder). To provide the information, the

researcher lets students talk freely because it is more focus on their experience about what happened to those students given take-home final exam.

There are some processes should be implemented in conducting an in-depth interview as followed:

a. Plan

Identify the interviewees who will be involved within and list them to be interviewed.

b. Develop Instruments

In developing instruments, an instruction is followed for the researcher, to ensure the consistency between interviewees, and increase the reliability of findings later. It should be followed in the protocol, such as what to say when setting up the interview. To keep the data straight to the point when interview which there should be less than 15 questions, hence, the researcher should choose appropriate questions to avoid some *chit-chat*. As clarified, Boyce and Neale (2006) also added some guide of interview question tips, the steps are questions should be open-ended rather than close-ended, the interviewer should ask factual question but not too general, and to conduct more detail information from responses, the interview can use inquiry question as needed like asking the interviewees to elaborate on the idea of their answers.

c. Collect Data

The researcher should set up interviewee with some purposes of interview requirement, explain to them why they have been chosen and duration of interview.

Conducting data is allowed if interviewees have consented and the information will be kept confidential.

d. Analyze Data

In analyzing the responses, the researcher should read through the responses and look for patterns among participants. More details are discussed in the data analysis point below.

E. Data Analysis

Data analysis is the process systematically searching and compiling the data obtained from interviews, field notes, and other materials, so it can be understood easily.

In analyzing data, the researcher used narrative qualitative research. According to Creswell (2014), here are some steps in analyzing data as follows:

a. Organizing and transcribing the raw data for analysis.

Transcribing the interviews, typing up field notes, sorting and arranging the data into different types properly.

b. Reading through data.

Providing some general sense of information like general thoughts of what participants are stated.

c. Coding the data.

This stage is a process of organizing data by determining and collect some categories appropriately. The researcher used a data analysis tool, called QDA Miner Lite. This tool helped the researcher to organize, code, interpret

and analyze the collections of documents and it was easy to use and free to download, surely.

- d. Looking for patterns or themes to be interpreted.

Make an interpretation in qualitative research of findings. It can be clarified by comparison of the findings and the information from theories.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented the findings and discussion that obtain of the process of collecting data about students' perception of their experience on take-home final exam. The findings displayed are based on data obtained from interview and organized based on the themes and significance of research question. The findings are also followed by a discussion to provide and support the explanation.

A. Findings

In this section, the researcher used several interrelated steps to support this research to be done. First, the data conducted by interview with five participants who were given take-home final exam in their last semester. Second, researcher made the transcript of interviews. The last, researcher sorted and arranged the important data depends on the purposes of this study.

Five participants were selected and to be the informants of the research and their initials are student 1,2,3,4, and 5. Those are the seventh semester in Department of English Language Education in Universitas Islam Negeri Ar-Raniry Banda Aceh. Each interviewee spent more than 30 minutes to response the questions and instructions from the interviewer. Each participant received the same questions that should be answered. Some additional questions were asked based on the interviewee's answer in agreement that still related to the topic.

The researcher analyzed the data from the interview by coding the data. In analyzing it, the researcher used data analysis tool named QDA Miner Lite,

organized and transcribed the interviews, by sorting and arranging the data. The final step in data analysis involved by making an interpretation of the findings and closing it with suggestions for future research.

The analysis was arranged according to the research question to report the information about how students' experiences on take-home final exam are and get such understanding from that. Five questions were asked related to the topic needed. The topic related to research question and aim of the research. The interview was analyzed qualitatively to explore their perception.

Based on the responses, coding analysis was implemented to determine part of themes on participants' responses to clarify clearly. This analysis helped researcher to confirm an appropriate pattern of the conceptual framework of the instrument. Then, the researcher got several findings in conducting information. In detail, the data analysis was arranged into two themes and coded based on what the research question need to explain, which themes are their personal experiences (PE) of positive and negative experiences, which include some codes associated of teaching learning (TL), lecturer's reason (LR), self-regulated learning (SRL), and effect (EF) that related to need of literature review. The results would be discussed below:

Theme 1: Positive Experience

The first assigned to the category of students' personal experiences. The experience refers to the reason during their learning process when having take-home final exam in last semester. More specifically, it is related to theme of response by participants which an interesting take-home final exams' experiences.

a. Learning Process

According to the result showed that students told various responses based on their experiences. The researcher found that all participants reveal same agreement about their interesting subject toward the take-home final exam. They connected their learning process that has a relation with their take-home final exam. Hence, by stating various experiences, they mentioned some reason why they interested in that take-home final exam. The responses of this theme were all related to the interview question about the students' interesting experiences on take-home final exam. One of students' responses is shown below:

Student 3 said:

"For interesting Instructional Media course. It's about a technology that we use in the classroom. I'm interested in technology by myself because by doing the technology in learning process it makes the students to participate in the learning process. It has something meaningful and also there are positive and also negative. So we're just doing such as lot of assignment when I was in class and also the teacher taught us about the app that related to learning process, Duolingo, Canva and also so many apps that he recommended us to download. And alhamdulillah we got a lot of experiences when I were at that class, the things that I never heard before when after the classroom or the courses is end. I learn so many things from Instructional Media especially about the technology that we use in the classroom." (Segment 26-27)

Based on result indicated an overview of the responses related to the question of what their understanding of the subject. From the result, it is clearly related to what they have been through during the learning process. Interestingly through, from each take-home final exam, they asked to make some project that has relationship between what they have learned and when the examination is given. In addition, in this case, a well-delivered and good preparation that delivered by their lecturers became a main focus for the students. Before the lecturers gave them the exam, the lecturers implemented strategic management as fundamental in teaching

learning as well as they can, such as gave some relatable materials and share deep understanding about new knowledge.

Theme 1.1: Teaching Learning (TL)

Lecturers' ability to manage learning strategy is necessary to carry out students' thoughts and it can help them to achieve the instruction requirement. Thus, this code emphasized the way of the lecturers teach students which categorized by method, material discussion, interaction, and problem & solving. From the result, their teaching learning has affected to the final exam. According to the result of interview stated that all participants mentioned about various teaching methods delivered by their lecturers during learning process in the classroom.

1.1.1 Teaching Performance

Overall, they were enjoyed with the methods because can help them to encourage themselves to be more active in that subject, they took an advantage from the task, and they also felt a good learning interaction between them and the lecturer during learning process although in case, yet there were subjects made the students felt confuse. It can be proven based on one of representative responses, which are:

Student 1 said:

“For the English Academic Purpose (EAP), the teacher actually has explained the material clearly, she would give the exam if we really understood about it, like writing project, she asked us to write “resensi buku” and Bibliography. The lecturer actually asked us to read some journals and we make some summary from that journal. The lecturer asked us to read 6 or 7 journals and make a summary of it and also its Bibliography. So I think if we do it in the class I think it will not be finished at that class. Because from that I know how to...umm...I mean, it's really help a lot to my proposal.” (Segment 2-4)

Based on the response above, it can be seen that the lecturer delivered a well-preparation for learning process. Then, the lecturer also provided some

material discussion for the student by suggesting them journal research that has a relation toward the take-home final exam. Specifically, there was an interaction between the lecturer and student during teaching learning, the lecturer keeps teaching the student to make sure whether they understand about the lecture or not.

Theme 1.2: Lecturers' Reason (LR)

Lecturer's reason is intended to be a positive experience that advocates students to learn. For reason, they assign the take-home final exam to help students' review and integrate what has been learned in the class. Discussing by, most of participants reported about reason of why their lecturers gave them take-home final exam that indicated by two sub codes which are instruction requirement and time-limitation.

1.2.1 To explore the information

Based on the interview responses showed instruction requirement that means to explore the information related to the exam and on the other hand, time limitation also included. It means that some of lecturers only give take-home final exam based on instruction in learning, and others assign based on time-limitation.

One of students (student 3) stated:

"I think teacher expects us to answer the question more complete, so the teacher asked to do take-home final exam. So I think the teacher is like that. So, he ordered us to do homework in our home." (Segment 38)

1.2.2 Time Limitation

On the other hand, one of students (student 5) also revealed:

"The final is impossible to do in the class because we need to design something which needs some much resources to do in the class. We have lack of time, that's why the lecturer gave it as a take-home final exam." (Segment 36-37)

Thus, one can say that instruction requirement indicated as their lecturers' reason in giving a take-home final exam. This student aware that his lecturer has a purpose to assigning him an examination at home. Hence, regarding the reason, the following statement from other one representative participant also confirm about the limitation time also detected.

Theme 1.3: Self-Regulated Learning (SRL)

This code of theme was used to assess students' regulated learning element as metacognition, motivation, and behavior. In order to promote and support actively, the participants are assessed by aspects of each element to which they are asked to respond.

1.3.1 Self-strategies in implementing self-regulated learning element

Here is one of participants who expressed her metacognition, motivation, and behavior in facing take-home final exam by setting some strategies:

Student 4 said:

"It was strategy that I have to learn about the lesson before I came to the test. There was a lecturer just gave us a week to do the task I thought that we couldn't finish it in one week. I do it autonomously because I am a person that will do it by myself first before asking to my friends. If I can do it by myself I didn't ask it. If confuse about it, I came to library and I search the book to support my work."
(Segment 56-60)

In case of each element, she managed her own strategies in regulating their learning for completing the final exam. Based on the result showed that the dominant strategies used was motivation regulated learning. Before that, she started from the first element as metacognition that assigned by planning, monitoring, toward the task. Then, next point revealed a motivation aspect included herself

efficacy to finish the work autonomously before asking an assistant. Last, her effort management in behavior regulated learning is detected. It considered that she admitted that she tried to solve her work problem then she decided to find a way out.

Theme 1.4: Effect (EF)

The final code indicated to the category of an effect from the exam, specifically from their preparation on it. The significance of the responses related take-home final exam has affected the way they learn for a creativity and responsibility development. In the following sections, codes related to each of statement will be discussed below.

1.4.1 Responsibility of work

Student 2 stated:

“The really effect that I got from take-home final exam is the preparation. Before I do something I should prepare this is really good or not and then I will make a consideration of it. It is a good start for me, I mean to do this kind of take-home final exam, some kind of students have habit of procrastinate, I can't do that. I should make my take-home final exam before a due date it's like make students diligent for me. I be responsible person because when I have done my take-home final exam, I'm really proud of myself that I can do this a right time, in a good time with a lot of help from my friends or my lecturers. I think, for Academic Writing is really good well-prepared exam that I ever experienced. I would love really prefer to take-home final exam.” (Segment 23-24)

1.4.2 Creativity of learning management

On the other responses, one of students told her creativity on take-home final exam:

Student 4 stated:

“It has effected to my creativity because it's about time or when the lecturer gave a week to finish the final test so I have to do it as fast as I can and it will impact how my discipline that can involve me.” (Segment 69)

From the first answer reported that she really did a preparation for her exam and she aware of it. It revealed that her responsibility toward the task has developed. It means that she knows how to achieve the instruction of the exam, as said she focused on her goals to be achieved. The second respond that her creativity has effected to the way she learned and managed her exam to be finished.

Theme 2: Negative Experience

In such a way, it discussed a pattern of negative experiences relate to students' take-home final exam. It refers to the way of their learning. Concerning their experiences in facing take-home final exam related to the specific reason of different views. To that end, most of participants also admit to particular reason on negative experiences of the exam. In addition, they did not only highlight their statement but also expressed their concerns and difficulties of their regulated learning. These things also have a relation to the lack of their understanding in capturing instruction of examination and facing some problems.

a. Problems in understanding the material

They have experienced some negative experiences of difficulty in tracking a well take-home final exam. From the result showed that they had some gaps of problem with the exam, the evidences were indicated when they learned in the subject, they faced difficulties to understand the learning material of each subject. They also connected the learning process to be main reason. One of them explained (student 5):

“For take-home final exam is a subject English Language Research 2 (ELR 2). The take-home final the lecturer asked me to do is something that I think there's something wrong with the final because the lecturer asked us to do a proposal but

in class, the lecturer only gave us a theory without show us the detail about the example. I mean, there were too much theories like the example so when we have so many theories we try to make a proposal, we stuck in elaborating it.” (Segment 34)

Overall, based on the result above indicated that most of participants found certain difficulties in having take-home final exam which occurred among them. This student admitted that she faced an obstacle to complete her exam, it because there was no clear instruction from the lecturer. Furthermore, based on the students’ responses of this case were generally not interested in the take-home final exam because they revealed the way their lecturers delivered the material and the worst thing was, they did not get a good suggestion of how to complete the test. Most of participants got confuse with the instruction and did not know what to do with the task that being asked to be done.

Theme 2.1: Teaching Learning (TL)

In order to make a clear support reason of their uninteresting experiences on take-home final exam, they expressed various responses about their learning process taught by their lecturers related to the exam. They did not judge their performances’ lecturers of teaching, but they just expressed it by what they felt and got from that.

2.1.1 Role of Teaching Learning

Indeed, they have some positive experiences in having take-home final exam, but in other side, they cannot deny of any difficulties and obstacles in completing their tasks. Thus, from results indicate that most of participants mainly

based their viewpoints regarding lack of teaching learning by their lecturers. It can be confirmed by one of students' responses (student 2) said:

"In last semester, in my Communication Management, my Communication Management's lecturer asked us to find definition of and also the example of kind of communication, like verbal and un-verbal, after we found the material we also practice that type of communication, what is the verbal are, we act like conversation because it's about verbal. And with non-verbal we make a writing because it's one of non-verbal communication. And we also correct each other. For Communication Management subject, I don't know I got boring sometimes with the role that the teacher taught us, for example he just like give a material and then we discuss, we fixed it. And we don't get really feedback focus, we have already mentioned the material and he just explained it without put any of good conclusion in the end of the class. I mean what we have presented in the class, what we found in the class, he just re-explained it." (Segment 9)

Based on the result above, the researcher can interpret that this student is delivered of discussion materials, but in other side, she disappointed to the way of her lecturer teach her and her friends. In this case, she emphasized a role of teaching learning of what she got from the lecturer. She and her friends did not get a clear point of discussion and new information from that. It can be seen that the students expect that they would get deep knowledge of the lecturers' explanation.

Theme 2.2: Lecturers' Reason (LR)

The reason was regarded as main focus that happened in giving students' take-home final exam. Basically, it could impact a benefit from practice. However, similarly, students aware and found the same point of reason like the positive experiences theme part. This code also encompassed two following reason which are instruction requirement and time-limitation. It emphasized from one of participants that respond:

2.2.1 Time Limitation

Student 1 said:

“Umm... related to my answer before, the first one is because a lot of time and limited time if we do it in the class, that's why the lecturer gave take-home final exam.” (Segment 3)

It indicated that the same reason has stated here. This student stated that a time-limitation became a main reason when she had a take-home final exam. Unfortunately, other participants did not mention their lecturers' reason because they do not aware about it or as said that they did not care about.

Theme 2.3: Self-regulated Learning (SRL)

Although the positive experiences are encompassed, it has to be stated that the responses related to regulating learning should be assigned as strategy of learning development. In this side, they have negative experiences connected to their viewpoints of learning regulation. As outlined in the literature review, the self-regulated learning function is concerned with the strategy of setting learning goals.

2.3.1 Motivation-regulated learning

The findings identified that motivation regulated learning are dominant responses highlighted as their regulation toward take-home final exam. Thus, some participants expressed explicit connection between their personal experience and their learning strategies. One of them expressed:

Student 3 told:

“For Listening 2, I got material actually in British Council and also BBC Listening and TED.com, the best thing that I really like when doing Listening 2 I search it by myself and I found it and learn it by autonomously. Yes, he recommended us. For listening 2, he recommended us like BBC learning, TED.com. Actually I just listen and then write a note, so after listening what we got from the video we write on the

note. I check it by myself first, then when I feel satisfied with my answer, so yeah it's done. So I don't need ask with friends about the question. So everything is good." (Segment 16-18)

From the response above showed that although he did not really interest in the take-home final exam, he kept managing and evolving his own learning to engage his ability. The metacognition learning clearly indicated by setting some steps toward the task, and also the behavior element in his regulated learning emerged that he believed to himself that he could solve it autonomously.

Theme 2.4: Effect (EF)

2.4.1 Responsibility of their own work

As it was outline before, this last code of theme has the same effect like they have mentioned previously on positive experience theme. Most of participants mentioned the same influence of take-home final exam. The dominant responses revealed their assumption about their responsibility in completing the work.

Student 4 told:

"It was affected me the most than the examination in the class because take-home final exam we have to search it and we have to make it by ourselves at home we have to search about information, because it is about a personal test." (Segment 33)

2.4.2 Less-affected by previous take-home final exam

But one of participants confessed that she felt less-affected by previous take-home final exam, she said:

Student 5 said:

"I think the effect of take-home final exam is based on what kind of subject. Because I think there are some subject that suitable with this kind of exam and some subject is suitable with written test in the class. For ECD or ELR 2 it's really good to have take-home final because it's really help us about the time to design the task assignment. For ELR 2, not really, because like I've said before the final

assignment is same with my previous in ELR 1, so I didn't do much work on that final assignment." (Segment 41)

From the first result explained one of representative responses by most of participants who has affected by the take-home final exam. The influence can be assigned by their willingness in completing the work even though they assumed that they were not interesting in each of exams. But on the other hand, the second result stated that this student has not really affected to her take-home final in term of her creativity. It because she found the same thing from the subject. As said, her exam was only a continue examination, the lecturer asked her to make a proposal which is same like her previous subject before taking the current one.

B. Discussion

The purpose of this research is to find out an understanding of students' experiences on take-home final exam during their learning process. To get a valid information, the researcher has collected the data from an in-depth interview session with five participants of Department of English Language Education in Universitas Islam Negeri Ar-Raniry. Then, to collect the data, the researcher has conducted and pointed some important point of view that stated based on participants' response answers.

As the researcher mentioned above about the aim of this study, the theme of the research is only focus on their experiences, before that, the researcher does not judge the lecturers' performances about how they manage or assess the take-home final exam, the things are the researcher wants to provide various information

from participants' experiences that means to show up about what happened to those students who got take-home final exam given by their lecturers.

Based on the result showed that their personal experiences on take-home final exam were revealed. It is supported by previous study of this research by Johnson et al., (2015) affirmed an effective learning experience as authentic of language assessment principles can be implemented by a take-home final exam. Most of participants admitted that they aware of the expectation of instructional requirement although some of them have passed many obstacles and uninteresting ones in completing their take-home final exam. From the data explained that students' participation in learning process are required to consider their impact of examination in term of semester.

Then, teaching method strategy is delivered by their lecturers to make a way out in solving problem in the classroom and used a proper assessment to achieve instructional requirement learning process. In their opinion, their lecturers try to create a movement of learning process by giving them a task of exam that must be done at home. In order to make it happen, as students, the participants are enjoyed to take place in and joined that can be seen from their performance of progress in the classroom.

But in other side, there were such problems that they have been through. According to the result, some of teaching methodologies are not applied appropriately, their meant that what appeared in the class was they felt not interested for some reason that related to their take-home final exam, but the

students realized and knew that this exam is a learning requirement which they must follow and should be wrapped up to a positive benefit at the end of semester.

In order to support their take-home final exam to be completed, the participants admitted that they used their own strategies to make a move and tried to deal with this kind of exam. In facing different problems each exam, self-strategies are arranged by using variety techniques instead solve it autonomously or need some assistants.

Furthermore, self-regulated learning has been applied as students' washback to the way of they learn related to their final exam. In this research, researcher found the effect of students' preparation for a test. It indicated by some of participants' experiences showed that how well-prepared examination could give them advantages, such as their behavior learning has changed.

In detail, all participants have experienced the effect of their preparation for the test. In discussing ways of experiencing the exam, they prepare for the test to achieve their goals into it. It can be seen by their struggles and they force themselves to change their habitual learning. To begin, they range their regulation in learning to each of self-monitoring. Relating by, based on the research journal discussed before, William (2015) points out the importance of acknowledging the self-regulated learning in monitoring students' progress and setting their goals for the examination as metacognition, motivation, and behavior. These elements encompassed to the theory that has discussed above by Zimmerman (2008) which the process of self-regulatory can be implemented and determined by personal environment and behavioral influences as well.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented conclusions and suggestions based on the findings and discussion. The conclusion dealt with the result of students' experiences on take-home final exam, meanwhile, the suggestion addressed to the future researcher and the students who have a take-home final exam.

A. Conclusion

This research has discussed students' experiences on take-home final exam and has assorted statement of students' responses. The result showed students' experiences perception on take-home final exam related to alternative assessment delivered by their lecturers. The researcher needs to highlight that take-home final exam has an important role for increasing students' willingness of doing the task by their interest which can affect to students' regulated-learning.

In detail, the findings indicated that they have positive and negative experiences on take-home final exam which affected to the way they learn. The findings divided into two themes which are interesting and not interesting experiences. The first theme result can be concluded that there was a dominant reason why they interested. They described their learning process in the classroom affected to their take-home final exam. It included how the take-home final exam's subject taught at that time, such as when their lecturers' taught them, asked them to discuss, and shared them a lot of related material.

In contrast, the second theme can be sum up that they have a problem in facing and complete the take-home final exam. The problem was up by a category of their learning process which also affected to the exam. Based on their dominant experiences, most of participants did not get deep understanding of material during the discussion. They also revealed that they did not get a clear instruction of how to complete the work.

To sum up, based on the findings of data analysis can be concluded that all of things that they had experienced on take-home final exam gave them good impact for the way they learn even they forced themselves to study hard and it has affected to think as well. Most of participants inferred that they involved of what they had in this real-language test. As a result, take-home final exam help students develop skills and their responsibilities toward instruction requirement.

B. Suggestion

The researcher provides some recommendations for future research related to this research. In discussing way, the limitation of this research gains from the previous study. The researcher wants to be emphasized for future researchers that they should provide more previous study that has a relatable topic, and also in collecting data by many participants, the researcher would suggest that they should try to get deep information from their responses. It would be an interesting discussion. In the same meaning, the participants' responses would help researcher to dig deeper information for finding out various understanding.

Based on the result of the research, the researcher also would give suggestion for the lecturer in giving an alternative assessment for their students. The researcher expects that the research will give benefit information to support students' ability by take-home final exam of each subject, such as Instructional Media, English Course Designs, English Language Research II, Communication Management, and English Academic Purposes.

Then, for the students, they should use their chances wisely in completing the take-home final exam. As the researcher discussed before, they should set and monitor their own learning goals. Therefore, by having this type of exam, it might give them an opportunity to improve their learning outcomes in the following instruction requirement of learning.

REFERENCE

- Boyce, C., & Neale, P. (2006). *Conducting in-depth interviews: A guide for designing and conducting in-depth interviews for evaluation input*. Watertown, NY: Pathfinder.
- Brown, H.D. (2004). *Language Assessment: Principles and Classroom Practices*. New York, NY: Longman.
- Castro, M., Vega, S. A. (2017). *The Impact of Tests in Students' Perceptions and Attitudes toward Their Learning Task*. (p. 17). (Bachelor Thesis). Retrieved from <http://repository.udistrital.edu.co/bitstream/11349/6612/1/CalderonCastroMelina2017.pdf>
- Clay, Ben. (2001, October). Is This a Trick Question? A Short Guide to Writing Effective Test Questions [Web log post]. Retrieved from <https://www.kstate.edu/ksde/alp/resources/Handout-Module6.pdf>
- Creswell, J.W. (2014). *Research Design: Qualitative, Quantitative and Mixed Approaches.*, 4th ed. Thousand Oaks, CA: SAGE.
- Falchikov, N. (2007). *Rethinking as in higher education*. London: Kegan Page.
- Janisch, C., Liu, X., Akrofi, A. (2007). Implementing Alternative Assessment: Opportunities and Obstacles. *Journal of The Educational Forum*, 7, 221-230. Retrieved from <https://files.eric.ed.gov/fulltext/EJ763213.pdf>
- Johnson, C. M., Green, K. A., Galbraith, B. J., Anelli, C. M. (2015). Assessing and Refining Group Take-Home Exams as Authentic, Effective Learning Experience. *Journal of College Science Teaching*, 44(5), 61-71. Retrieved from <https://research.libraries.wsu.edu:8443/xmlui/bitstream/handle/2376/5608/21-assessing.pdf?sequence=1>

- Looney, J. W. (2011). Integrating Formative and Summative Assessment: Progress Toward a Seamless System *OECD Education Working Papers*, 58, 1-65. Retrieved from <https://files.eric.ed.gov/fulltext/ED529586.pdf>
- McKay, S. L. (2006). *Researching Second Language Classrooms*. London: Lawrence Erlbaum Associates., (p. 51).
- Maclean, G., & McKeown, P. (2012). Comparing Online Quizzes and Take-Home Assignments as Formative Assessment in a 100-level economic courses, *New Zealand Papers*, doi:10.1080/00779954.2012.707530
- Nasab, G. F. (2015). Alternative Versus Traditional Assessment. *Journal of Applied Linguistics and Language Research*, 2(6), 165-178. Retrieved from <http://www.jallr.com/index.php/JALL/article/download/136/pdf136>
- O'Farrell, C. (2009). *Enhancing Students Learning Through Assessment*. Retrieved from <http://www.avondale.edu.au/Departments/Learning-and-Teaching/Enhancing-Student-Learning-through-Assessment-A-Toolkit-Approach.pdf> (p. 1-24).
- Pauline, M., Wong, K. M. (2017). Self-regulation through portfolio assessment in writing classrooms. *ELT Journal*, 1-13. doi:10.1093/elt/ccx012
- Plair, C. (2015). *Formative Assessment: A way to Mold Instruction*. Retrieved from https://info.istation.com/hubfs/Formative.Assessment_eBook_2.13.17.pdf?hsCtaTracking=13cc615b-e6eb-4170-86a0-a9108ff96983%7C30ba3b8b-8336-4355-8603-a5a36d456d32
- Rasul, S., & Bukhsh, Q. (2011). A Study of Factor Affecting Students' Performance in examination at university level. *Procedia Social and Behavioral Sciences*.15, 2042-2047. Retrieved from <https://core.ac.uk/download/pdf/81932409.pdf>
- Sebesta, A. J., & Speth, E.B. (2016). How Should I Study for the Exam? Self-Regulated Learning Strategies and Achievement in Introductory Biology. *Journal of Life Sciences Education*, 16(2). Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5459248/>

- Sekyi, S. (2016). Assessment, Student Learning and Classroom Practice: A Review. *Journal of Education and Practice*, 7(21), 1-6. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1109385.pdf>
- Thaidan, R. (2015). Washback in Language Testing. *Education Journal*, 4(1), 5-8. doi:1011648/j.edu.2015401.12
- Wiesnerova, D. (2012). *Benefits of Self-assessment in English classes at Elementary schools*. (p. 5) (Bachelor Thesis). Retrieved from [https://is.muni.cz/th/h8x8n/Bachelor Thesis Wiesnerova.pdf](https://is.muni.cz/th/h8x8n/Bachelor%20Thesis%20Wiesnerova.pdf)
- Wiggins, G.P., & McTighe, J. (2005). *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development., 19(1), 140-142. Retrieved from <http://www.scielo.org.co/pdf/calj/v19n1/v19n1a11.pdf>
- William, G. (2015). Self-regulated learning: an overview of metacognition, motivation and behavior. *Journal of Initial Teacher Inquiry*, 7, 25-27. Retrieved from <https://pdfs.semanticscholar.org/>
- Zimmerman, B. J. (2008). Investigating Self-Regulation and Motivation: historical background, methodological developments, and future prospects. *American Educational Research Journal*, 45(1), 166-183. doi:10.3102/0002831207312909

**The Recommendation Letter for Conducting Research from Faculty of
Education and Training Ar-Raniry State Islamic University**



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 11273 /Un.08/TU-FTK/ TL.00/10 /2018

30 Oktober 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Melisa Umi Putrisari Bayu
N I M : 140 203 204
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl. Elang , Lr. Merpati, No.31, Ateuk Pahlawan, Banda Aceh

Untuk mengumpulkan data pada:

Program Studi Pendidikan Bahasa Inggris FTK UIN Ar-Raniry

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Students' Perception on Take-Home Final Exam In Measuring Students' Achievement

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.


An. Dekan,
Kepala Bagian Tata Usaha,
M. Said Farzah Ali

Kode 8593

Confirmation Letter of Conducting Research from Faculty of Education and Training Ar-Raniry State Islamic University



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id.Website http://ar-raniry.ac.id

Surat Keterangan

Nomor: B-499/Un.08/KP.PBI/TL.00/12/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh An. Dekan, Kepala Bagian Tata Usaha, Nomor: B-11273/Un.08/ TU. FTK/TL.00/10/2018 tanggal 30 Oktober 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama	: Melisa Umi Putrisari Bayu
NIM	: 140203204
Prodi	: Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris (PBI) Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

Students' Perception on Take-Home Final Exam in Measuring Students' Achievement.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 14 Desember 2018
Ketua Prodi Pendidikan Bahasa Inggris,



20

F. Zulfikar
F. Zulfikar

INTERVIEW QUESTION

1. What subject that you had an interesting experience and not really interesting experience in take-home final exam last semester?
2. How were the subjects taught at that time?
3. Why did you think that the teacher gave you a take-home final exam?
4. How did you learn to deal with this type of exam? Did you have any strategies?

Categories:

How did you complete it?

- Whether you need an assistant?
 - Did you do it autonomously?
 - Did you use any technological tool?
5. How did you think that it has affected the way you learn?

Category	Code	Student	Text	Segment
PE	Interesting	1	Interesting take-home final exam experience is in EAP because at that time the teacher gave a lot of task, so basically it will not be finished if we do in the class so because of that the teacher gave us. i feel interested because i have a lot of sources that i can explore more and also i had of time to accomplish my task. so i think that's interesting.	Segment 1
TL	Method	1	For the English Academic Purpose (EAP), the teacher actually sudah menjelaskan secara runtut, jadi ketika sudah benar-benar paham baru dikasih tugas yang dibawa pulang. Seperti menulis Writing, menulis resensi buku and Bibliography.	Segment 2
TL	Material	1	The lecturer actually asked us to read some journals and we make some summary from that journal. The lecturer ask us to read 6 or 7 journals and make a summary of it and also its Bibliography.	Segment 3
TL	Problem-Solving	1	So i think if we do it in the class i think it will not be finished at that class. Because from that i know how to...umm...I mean, it's really help a lot to my proposal.	Segment 4
LR	Time-limitation	1	related to my answer before, the first one is because a lot of time and limited time if we do it in the class, that's why the lecturer gave take-home final exam.	Segment 5
SRL	Motivation	1	Umm... I don't have any strategies, actually I need to be autonomously. And I have some another strategies with another task, because it actually same. Sometime, that's one positive side doing take-home final because I can ask another unit, another friends from another unit, ask them to explain about the task.	Segment 6
SRL	Behavior	1	About technooogical tool, internet maybe, of course internet is one of very helpful in technological tool. By using an internet i can read and find a lot of resources, for the example the task that i got from my lecturer was about reading journal. It's really helpful because by the internet tool. Google Scholar, i also download e-book, and for the one that i cannot open it that i dont have access i usually use Lipgen Website so i can open it then.	Segment 7
SRL	Metacognition	1	Umm... actually i never ask answer friends to check my task before after i finished it, because i'm kind of person who do it in the last minute so i dont have time to ask another friends to check. i just believe to myself and i think it's correct. And i send it directly to my lecturer's email.	Segment 8
EF	Responsibility	1	I think take-home final exam just like force me to do it by myself that I have to find...umm every material and everything, so i think that's the positive impact although i do it because of by forcing myself and my habit also. Umm... for now i try to do searching for everything by myself without waiting for the lecturer's materials.	Segment 9
PE	Interesting	2	Interesting experience... ... umm...for the last semester I have an interesting experience take-home final exam in subject, the subject is Academic Writing Ok, for general, the lecturer asked us... umm...for Academic Writing the lecturer asked us to make an essay. The lecturer gave materials and also the take-home final exam was so good, i mean what he taught and what the question being asked has a relationship.	Segment 10
TL	Method	2	Umm... for the Academic Writing one the lecturer taught us very well. I remember in a good way. The lecturer asked us... umm...like make essay but before he asked us to make essay, he taught us how to make a good essay... umm...about how to brainstorming the idea ... umm...how to make a good paragraph, about coherences between one paragraph to the last paragraph. I mean what is the body paragraph... umm...some kind of like that.	Segment 11
TL	Material	2	For interesting one (Academic Writing) ... umm...I really... umm...I'm really good, I have a deep understanding about that, about the material that taught us, because he is taught us in a good... umm...how to say... umm...in a good way and then also I mean in the class syllabus, so we should follow the syllabus, I mean the coherence between the syllabus that we follow is easiest for us to learn... umm...I mean he put the topic and also... umm...with the reference that we should learn before we come to the class. So I think it's a good way for lecturers to do that in the class.	Segment 12

TL	Interaction	2	Yes, for sure. I mean after we ask the term that we don't understand, the lecturer explained it really deep understanding for us... umm...so we got a new term that we really hope... umm...it can help in our Writing.	Segment 13
TL	Problem-Solving	2	after I got my own problem, I start to find that kind of term with my friends, I found it by online, website, and then in the book. We go to library and find a book that have a reference to our writing. I mean, we are involved in that kind of situation.	Segment 14
LR	Time-limitation	2	I mean the final exam is essay, so when make an essay... umm...I mean we spent a lot time to prepare for one essay. It's really good to give as take-home final exam, maybe that's the reason why the lecturer gave us take-home final exam.	Segment 15
SRL	Metacognition	2	Maybe the subject that... umm...I can apply is I should have more an expend time for me to reference, I mean I should coherent the idea and... umm...I mean like... umm...I should need a longer time to do this kind of exam also I will ask my friends or my mates that I think can solve it.	Segment 16
SRL	Motivation	2	Yes, before I asked my friend, I'm quite sure to do it by myself first then after I get confused and don't know what should I do, ... umm...and then I ask my friend later. I mean I have experienced a lack of idea that I should put in my work.	Segment 17
SRL	Metacognition	2	Yes, for the result of the exam in Academic Writing the lecturer checked it by himself and then after that he return it and then we can correct it by, we can see whether the exam is good... umm...or not.	Segment 18
SRL	Behavior	2	Yes, for sure Google, we can't live without Google and then Google Scholar for academic reference way, and I use Eric website that put more academic reference and also I found book but in PDF. I mean like a website, like Academic Writing he suggested us to see how to write an essay in a good way in Owl-purdue univeristy website, they serve like... umm...a tag line of how to write a good essay and then we can like really... umm...get attention of it and then we can learn from it. So we can make a good essay with a good reference in owl.purdue.edu.	Segment 19
SRL	Metacognition	2	For the first one, I found the topic that I really want to put in my exam, for example like... umm... "a technology that used in university" and then after that the Google provide a lot of example of essay, I take in every example of an idea and then... umm...sometime that I got paraphrase of the essay, for sure I should cite that writing... umm...and after I ... umm...put the idea that comes up from the Google, I also put my own... umm...like idea to the exam and then I get really... umm...after I found the idea from myself and Google, ... umm...I can make a good essay one.	Segment 20
SRL	Metacognition	2	I should like really make sure to not to one person to recheck my paper but two or three person so I really got a feedback from them (friends).	Segment 21
SRL	Metacognition	2	Yes... I mean a lot of feedback that you got from your friends or maybe your lecturers it will impact to your essay (work). The specific impact, I mean after I got feedback, I can correct my essay in a good way, like a punctuation, the spelling... umm...I made a lot of typo in my exam because I made it in one night, yeah...for some kind of condition.	Segment 22
EF	Responsibility	2	The really impact that I got from... umm...take-home final exam is... umm...the preparation. Before I do something I should prepare this is really good or not and then I will make... umm...make a consideration of it... umm... It is a good start for me, I mean to do this kind of take-home final exam, I mean some kind of students have habit of procrastinate, I can't do	Segment 23

			that. I mean I should make my take-home final exam before a due date... umm...it's like make students diligent for me.	
EF	Creativity	2	I be a person like... umm...have a critical thinking because of this kind of subject that I've searched from many references, so I should really think well, I mean I got comparison between one article or reference to another reference that I got. It just a good to students to have a critical thinking in its situation, I mean students' life	Segment 24
EF	Responsibility	2	I be responsible person because when I have done my take-home final exam, I'm really proud of myself that I can do this a right time, in a good time with a lot of help from my friends or my lecturers. I think, for Academic Writing is really good well-prepared exam that I ever experienced. I would love really prefer to take-home final exam.	Segment 25
PE	Interesting	3	For interesting one... umm...Instructional Media course. It's about a technology that we use in the classroom.	Segment 26
PE	Interesting	3	I'm interested in technology by myself because by doing the technology in learning process it makes the students to participate in the learning process.	Segment 27
TL	Method	3	So we're just doing such as lot of... umm...assignment when I were in class and also the teacher taught us about the app that related to learning process, Duolingo, Canvas and also so many apps that he recommended us to download.	Segment 28
PE	Interesting	3	And alhamdulillah we got a lot of experiences when I were at that class, that... umm...the things that I never heard before I know... umm...when after the classroom or the courses is end.	Segment 29
PE	Interesting	3	I learn so many things from Instructional Media especially about the technology that we use in the classroom.	Segment 30
TL	Method	3	Instructional Media, first of all, the teacher gives the background of the study when the first he came to the classroom, and then... umm...he makes like kind of a group for discussion, so by doing group it's such a good moment for me to share what I've experienced about the technology.	Segment 31
PE	Interesting	3	My friends also has a lot of experiences actually about the technology, so we can one each other we got a lot of knowledge that never taught before.	Segment 32
TL	Material	3	The specific discussion, for example like... umm...as I remember that when the first meeting the teacher ask us to make a video about introduction for our self. So before, I don't know how to upload the video that I've recorded before and I don't know how to access the Canvas, I don't know how to link our link into Canvas so then we discuss how to upload our video into Canvas apps. So it's kind of interesting part of beginning.	Segment 33
PE	Interesting	3	The specific discussion, for example like... umm...as I remember that when the first meeting the teacher ask us to make a video about introduction for our self. So before, I don't know how to upload the video that I've recorded before and I don't know how to access the Canvas, I don't know how to link our link into Canvas so then we discuss how to upload our video into Canvas apps. So it's kind of interesting part of beginning.	Segment 34

TL	Interaction	3	Yes, because when I ask questions to the lecturer, especially for Instructional Media he gave us what a complex answer, as we know that Mr.X a lot of experiences about technology, so between the English Department students, he is the best one who has knowledge about the technology. So when we ask the questions... umm...that related to learning material, he explains like he know everything. So it's more like complete answer of our question. Yes, I got something new.	Segment 35
TL	Problem-Solving	3	Maybe when doing a discussion we need some meeting or preparation for some of my friends, they have activity outside the campus, maybe we must arrange the tine properly that every single members in the group, so then get the meeting and we are completely attended into discussion. So it makes us... umm...our presentation more better.	Segment 36
TL	Problem-Solving	3	Maybe when doing a discussion we need some meeting or preparation for some of my friends, they have activity outside the campus, maybe we must arrange the tine properly that every single members in the group, so then get the meeting and we are completely attended into discussion. So it makes us... umm...our presentation more better.	Segment 37
LR	Instruction Requirement	3	• Maybe the teacher expects us to answer the question more complete, so the teacher asked to do... umm...take-home final exam. So I think the teacher is like that. So... umm...he ordered us to do homework in our home	Segment 38
SRL	Metacognition	3	Umm... I think... umm...to deal with this kind of examination, it's all about the time, because the time that we need for discussion it's more longer in the classroom, so we must manage our time as best as we can.	Segment 39
SRL	Motivation	3	Yes, I did it by myself first before asking to my friends or lecturers. By doing this, I know how far I know about the material before asking my friends or lecturers.	Segment 40
SRL	Behavior	3	So that's additional things that I need after by doing myself. I ask my friends or lecturer for helping me to make the answer our questions.	Segment 41
SRL	Behavior	3	Yeah, when I face the problems, so I come to my friends to help me or maybe it can be my best friend or another friend or my classmates, or even my junior brothers, maybe they know more than me, so it's not kind of share thing that must I felt, so I go to her to got the answer, best answer. Sometimes I got but sometimes it must doing... umm...like searching in the internet.	Segment 42
SRL	Behavior	3	Google, Google is the best part for searching material, if I didn't get in Google I move to YouTube. YouTube is more... umm...apa... umm...lebih kasat mata, jadi we know... umm...we know exactly about the material by searching in the internet or YouTube. For Instructional Media... umm... actually I don't have any specific website, because I just click. Let's take an example... umm... "How to make interesting in the classroom", so I just type on the link that shown, so I just choose every single one link.	Segment 43
SRL	Metacognition	3	I just write the thing that I got in internet, so I select... umm...maybe two or three the best answer from the internet that I wrote for... umm...we must select our best answer. The best answer, so it's more related to material.	Segment 44
SRL	Metacognition	3	I check it by myself first... umm...then when I feel satisfied with my answer, so yeah it's done. So I don't need ask with friends about the question. So everything is good.	Segment 45
EF	Responsibility	3	Yes, for some people consider that the teacher to students, to this homework examination for some students, they don't think that they have homework that must responsible to them,	Segment 46

EF	Responsibility	3	so it has an impact, it has influence to me that by doing this kind of homework it makes my responsible to manage my time more flexible... umm...you know.	Segment 47
EF	Responsibility	3	It makes my responsibility increase. It means that... umm...I feel like... umm...this is my homework, so I should do it in the home, not doing in the classroom, you know. It makes my... umm...yeah, I think that the thing.	Segment 48
EF	Creativity	3	And by doing this, I feel that my critical thinking when doing such... umm...take-home final exam increased. Because we must select the information that we got outside classroom. So it's train my brain to think a lot and must.	Segment 49
EF	Creativity	3	It makes well-prepared exam for me because if we do such work assignment in our home it gives a chance for us for looking more information. So it's make well-prepared before going examination in the classroom.	Segment 50
PE	Interesting	4	The subject that I have a little bit interested in my last semester is... umm...English Academic Purpose (EAP) with Mrs. X. I think... umm...the final exam was a little bit good because I can understand the test... umm...more any other lesson (subject). For EAP, Mrs. X gave us a written test... umm...a written final test that we have answer it and then we send it to her email. Just that. The preparation... umm...not too much because we have learned... umm...the lesson, the subject... umm...or the material from the lecturer and the test also about the material that given before, so it was a little bit easy to pass it.	Segment 51
TL	Method	4	It's like... umm...normally like we taught before, maybe the lecturer doing... umm...some materials and then... umm...we learn it by in focus or white board. The teacher gave us about more speaking material, how to... umm...speech material, how to do it in a good way, and other material also refer to speech material.	Segment 52
TL	Material	4	Of course I get something new. I got something new from the answer... umm...from the lecturer's answer. Something new about the subject or out of subject that the lecturer answered about my question and I found it. But the EAP I think it was the same like the subject that I learn before.	Segment 53
TL	Problem-Solving	4	Yes, because different friend can grow the different think, so if I got a friend that match with me it would be easy to me... umm...to the assignment. But if I have... umm...if I got friend that doesn't have a match with me it's a little bit hard to do it with them to make assignment finish in a good way. For example, ... umm...apa ya? Maybe in sixth semester kita udah dipindahin gitu murid-muridnya so it's a little bit hard to do it with a new friend. Because...umm...with communication, it's hard to do a good communication maybe... umm...I have a good communication so when it came to group we didn't know to do and we didn't know when to start and how to start. So the problem normally can...umm...time. We didn't have time, we didn't have much time to do the assignment, so it would made problem, so we solve it by search for free time.	Segment 54
LR	Instruction Requirement	4	• Maybe it based on their subject so they gave us the test... umm...I think because of that.	Segment 55
SRL	Metacognition	4	maybe it was strategy that I have to learn about the lesson before I came to the test. Yes, because there was a lecturer just gave us a week to do the task that mybe I think... umm...I thought that we couldn't finish it in one week... umm...in a week.	Segment 56

SRL	Metacognition	4	So I need an extra time to do it. Maybe the lecturer thought that we could finish it in a week, it just a lecturer thought, but the lecturer never ask the students how time that we need to finish it.	Segment 57
SRL	Motivation	4	I do it autonomously because I am a person that will do it by myself first before asking to my friends. If I can do it by myself I didn't ask it. My friends ask me, it's a little bit annoying because we know that the lecturer have... umm...give us the introduction how to do this, how to do the test, but maybe they didn't pay attention about it, about the lecturer's explanation, so when they ask me and I answer it, I have answered it and then they ask again and again, so it's a little bit annoying.	Segment 58
SRL	Metacognition	4	When I want to make an assignment I just search it by Google maybe it's in Blogspot. The material that related to the subject like e-book, I don't have something specific. Article, but I just search it about the subject that related to my assignment in the Google.	Segment 59
SRL	Behavior	4	If confuse about it, I came to library and I search the book to support my work.	Segment 60
SRL	Behavior	4	Of course when I have a problem I will do it but when I have no problem I wouldn't do it.	Segment 61
SRL	Behavior	4	For EAP I still remember when we made the final assignment I made it with my friend so when I little bit confuse I will ask her.	Segment 62
SRL	Behavior	4	For EAP, we have to submit it from the email so I need so much laptop to do. If specific website maybe English that related to English lesson. Just it. It is related to the lesson maybe the lecturer asked us... umm...to search for the journal. So just search it, that journal.	Segment 63
SRL	Behavior	4	If specific resources there was no, no specific resources... umm...because the lecturer just ask us to when... umm...to search the book in the library or just search it in the internet that related to subject, assignment. There was nothing specific resources.	Segment 64
SRL	Metacognition	4	Because there was so many ideas in the internet so I just search it based on the material that related to my assignment. For EAP maybe the lecturer asked us to do assignment about speech material so we have to search it so I will search the perfect material that related to the speech.	Segment 65
SRL	Metacognition	4	Yeah... when I make assignment or test I will check it. I would check it more and more because I'm myself... umm...a little bit scared that I made a mistake about my test or assignment. The mistakes for EAP maybe when I answer the test and the question it was not related to the question, my answer maybe wrong or something like... umm...a little bit not clear. After I check it more times I think I didn't feel about my answer. Because I a little bit teliti so that's why I believe on myself.	Segment 66
EF	Responsibility	4	It was effected me the most than the examination in the class because the take-home final exam we have to search it and we have to make it... umm...by ourselves that... umm...at home we have to search about information by... umm...apalagi it's about a personal test. So I have to make it alone by myself.	Segment 67
EF	Creativity	4	It will effect me so much that I can get new material, new knowledge that I search about the material in the book or others.	Segment 68
EF	Creativity	4	It has impacted my creativity because it's about time or when the lecturer gave a week to finish the final test so I have to do it as fast as I can and it will impact how my discipline that can involve me.	Segment 69

EF	Responsibility	4	Something like... umm...do it by myself not bergantung with others because it was my personal test. If the lecturer just gave me one week the final exam it's a little bit hard so I didn't think that was well-prepared exam. Maybe I need more time to do it like two weeks, maybe. I need an extra time.	Segment 70
PE	Interesting	5	I think for the interesting one is for English Course Design (ECD) take-home final exam. Because... umm...it's impossible to do in the class, the subject is about to design RPP so we need have so many sources that to do in the class is impossible. Umm...the lecturer asked us design a lesson plan for various curriculum and also asked us to design a syllabus, ... umm...to design all the academic administration.	Segment 71
TL	Method	5	For ECD, my lecturer was Mr. X which I think he master the... umm...RPP design so well, so the class run interesting, we got so many new information about RPP and also... umm...we also have a group discussion where the lecturer always send a not-printed material a week before the class. The lecturer gave us so many articles, so many journals and materials but it is not printed one. Just send by online. And yes, the lecturer gave us some articles via online in every week.	Segment 72
TL	Method	5	Discussion is a common discussion that the lecturer explained and ask a question-answer section, questioning that unclear before and also in the WA group. So the lecturer gave us homework we can ask in the group. I think I definitely need it, because to have... umm...to get material only in the class is not enough in our class because sometimes the time is not enough. So we need additional time at group discussion via online.	Segment 73
TL	Material	5	Yes, I think for the subject for the previous semester there are so many new interesting information that actually I got, especially in ECD and English Curriculum Development subject and also EAP. The most interesting one is ECD.	Segment 74
TL	Problem-Solving	5	For ECD, some problems. The first one is in that group we didn't have same class, kan gak semua satu kelas jadi we have different schedule, so we match all the schedules and to discuss together only to meet up...umm...and it's little bit difficult. The second one is when...umm...there are some members that lost contact, didn't answer maybe at inline group or he/she can't meet us to discuss. For the material that lecturer send for the class is held, the first one is when there are some materials on the online and I didn't know how to ask and the second is...umm...transferring material via online for me I found difficult thing because for me it's better to use in a printed-one. So if it's non-printed I don't know maybe...umm...not too interesting because easily to forget to read the material. For ECD, ...umm... my problem that I mentioned...umm...I didn't meet solution because to print the material need too much money because the material is not a view of paper but it's so many papers to print, so maybe I just have to set some kind of alarm when I need to read it.	Segment 75
LR	Instruction Requirement	5	maybe because like I said before, the final is impossible to do in the class because we need to design something which needs some much resources to do in the class	Segment 76
LR	Time-limitation	5	We have lack of time, that's why the lecturer gave it as a take-home final exam.	Segment 77
SRL	Metacognition	5	Yes, I think to overcome my problem in the final exam that I had mentioned before the first thing is I need to manage my time because every take-home final exam there are deadline	Segment 78

SRL	Behavior	5	it is that I've to struggle for and also communication with the lecturer is really lack when it is final exam because sometimes I'm afraid that I disturb the lecturer if I text him too many times, that is one of the problems, so I will meet the lecturer face to face rather than text book.	Segment 79
SRL	Motivation	5	of course I need to ask so many people because it's really complicated final take-home so I need to discuss more with my friends, with the lecturer either.	Segment 80
SRL	Motivation	5	For ECD I think the lecturer more provided us, because academic administration is something too difficult to access on the internet. So the valid one is only the lecturer have.	Segment 81
SRL	Metacognition	5	Umm... sometimes when I feel not too confident I will check it but sometimes if the time is too limit, I won't do that.	Segment 82
EF	Creativity	5	I think the effect of take-home final exam is based on what kind of subject. Because I think there are some subject that suitable with this kind of exam and some subject is suitable with written test in the class. It's really good to have take-home final because...umm...it's really help us about the time to design the...umm...the task assignment that we do but for subject for example like Linguistics, it's better...umm...I think it's better to have...umm...written one. Because it's about the...umm...it's all about the theory.	Segment 83
EF	Responsibility	5	So ...umm...it's all about the time. So if I have more time it means I have more chance to create something. The take-home final one really helps me because I think that kind of think in my future when I do people and also KKN. Umm...differences when I did the written exam in class I need a strong memorization because...umm...the written frequently ask about theory, right? So it helps me for memorize something but it didn't help me to...umm...build my creativity for written one. Because it's only about the theory, I didn't do something like I create for example I made an essay in the class, I didn't do that in Writing 1 because mostly the written...umm...exam ask me about the theory.	Segment 84

AUTOBIOGRAPHY

1. Name : Melisa Umi Putrisari Bayu
2. Place/Date of Birth : Meulaboh/July 9th 1996
3. Sex : Female
4. Religion : Islam
5. National/ethnic : Indonesia/ Acehnese
6. Marital Status : Single
7. Address : Jl. Elang Lr. Merpati, No.31, Ateuk
Pahlawan, Kec. Baiturrahman, Banda Aceh
8. Email : putricyiril@gmail.com
9. Parents
 - a. Father's Name : Bakhtiar Yunus
 - b. Occupation : Pensiun
 - c. Mother's Name : Syaribanun
 - d. Occupation : IRT
10. Education Background
 - a. SD : MIN Mesjid Raya Banda Aceh (2002)
 - b. SMP : MTsN Model Banda Aceh (2008)
 - c. SMA : MAN Model Banda Aceh (2011)
 - d. University : UIN Ar-Raniry (2014)

Banda Aceh, 7 Januari 2019

Melisa Umi Putrisari Bayu