

ABSTRACT

Febrianti Oktavia. 2016. Students' Perception of The Assessment Tasks in English in Academic Discourse (EAD) Course: The Case of ELE-SP UNJ. *Skripsi*. Jakarta. Faculty of Language and Art. State University of Jakarta.

This study was aimed to describing how students' perception of the assessment tasks in *English in Academic Discourse* (EAD) course: The Case of ELE-SP UNJ. Assessment is a key factor in enhancing student learning when appropriate assessment tasks are conducted. Assessments are used to grade students' achievement, check learning progress, reflect teaching performance, and support further learning. For collecting data, the writer used questionnaire, interview and document analysis. The data has collected from RPKPS (Rencana Program dan Kegiatan Pembelajaran Semester) or lesson plan. The data were gathered from students has joined in EAD course 2013, being collected from May until the end of June. Ten students completed a 25-item statement on the conceptualization of assessment tasks. Ten students' participated in semi-structured interviews and ten students participated in group discussion. Results revealed three main perceived assessment practices: assessment tasks, support of their learning for successful achievement in the course and do not support their learning for successful achievement in the course. These findings are used to recommend ways of enhancing assessment tasks in University of Jakarta. Recommendations include activities to develop assessment tasks and ensure the improvement of student learning, especially self-regulated learning. Academic professional development and university support are also needed for enhancing assessment tasks.

Keywords: Students Perception, and assessment tasks.