

**STUDENTS' PERCEPTIONS OF PROJECT-BASED FINAL
EXAMINATION IN ENGLISH EDUCATION STUDY
PROGRAM**



A THESIS

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Fulfillment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd)

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2022.71.00.42

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FACULTY OF TEACHER TRAINING AND EDUCATION
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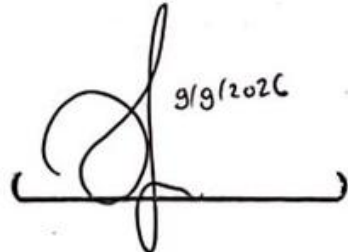
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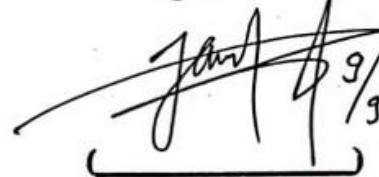
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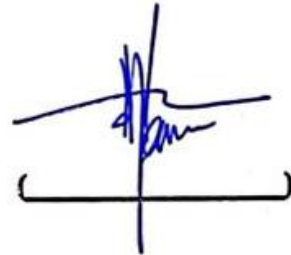
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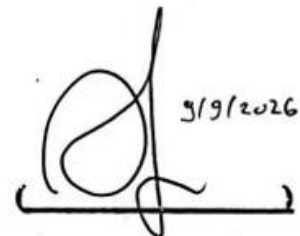


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State that :

1. All the data, information, interpretations, and conclusion presented in this thesis, except for those indicated by the sources are the results of my observations, process, and thought with the guidance of my advisors
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Palembang, 19th of August, 2026

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MOTTO AND DEDICATION

MOTTO:

“Hidup itu tidak boleh sederhana, hidup itu harus hebat, luas, kuat, besar dan jadi bermanfaat”

Karena yang sederhana adalah sikap.

إِنَّ مَعَ الْعُسْرِ يُسْرًا

"Indeed, with hardship comes ease."

(QS. Al-Insyirah: 6)

“Whenever I worry about my future, I remind myself that everything has already been written before I was born.

My job is to do my best, live with purpose, and trust Allah's plan.”

This thesis is dedicated to

My beloved Papa and Mamake, thank you for your endless love, prayers, support, and for always believing in me. You have given me strength to keep going and finish my studies.

My beloved Arifin family, especially my older brother, my older sister, and my dear nieces and nephews, thank you for always supporting me, cheering me up, and being there for me.

May this thesis become a meaningful contribution to the field of education and inspire future researchers.

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The researcher realizes that this thesis is still far from perfect. Therefore, constructive suggestions and criticism are sincerely welcomed for the improvement of this study. It is hoped that this thesis will be useful for readers, future researchers, and the development of English education.

Palembang, 24th of August, 2026

A handwritten signature in black ink, appearing to read 'N. Khairun Nisa', with a horizontal line underneath.

Nazmah Khairun Nisa

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ABSTRACT

Project-Based Final Examination (PjBFE) has been increasingly implemented in higher education as an alternative assessment method to evaluate students' learning outcomes through authentic and project-based tasks. Understanding students' perceptions of its implementation is important for evaluating the effectiveness of this assessment approach. Therefore, this study aimed to identify students' perceptions of the implementation of Project-Based Final Examination in the English Education Study Program at Indo Global Mandiri University. This study employed a quantitative descriptive survey design. The participants consisted of 110 undergraduate students from the English Education Study Program selected using the total sampling technique. Data were collected through a structured questionnaire consisting of 18 items measured using a five-point Likert scale. The data were analyzed using descriptive statistics, including mean and standard deviation with the assistance of SPSS version 22. The findings revealed that students had positive perceptions of the implementation of Project-Based Final Examination, with an overall mean score of 3.96 (SD = 0.746), which was categorized as High/Positive. Among the seven indicators, Social Interaction obtained the highest mean score ($M = 4.14$), while Satisfaction obtained the lowest mean score ($M = 3.75$). Nevertheless, both indicators remained in the High/Positive category. In conclusion, Project-Based Final Examination was perceived as an effective and meaningful assessment method that supports students' understanding, motivation, collaboration, and academic skills despite the challenges encountered during its implementation.

Keywords: students' perceptions, project-based final examination, assessment, English education, quantitative study.

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