

PREFACE

This thesis entitled “Students’ motivational experiences based on self-determination theory in paper-based and online-based English classroom assessments at a junior high school” is prepared to fulfill one of the requirements for obtaining a bachelor’s degree in the English Education Program, Faculty of Education and Teacher Training, Siliwangi University, Tasikmalaya. This study explores students’ motivational experiences in completing English paper-based and online classroom assessments in a junior high school context. The focus lies on how different assessment formats shape students’ motivation through the perspective of Self-Determination Theory, particularly in relation to autonomy, competence, and relatedness.

This thesis consists of several chapters. Chapter one presents the background of the study, research questions, objectives, and significance of the research. Chapter two reviews relevant theories and previous studies concerning motivation in language learning, classroom assessment, paper-based and online assessments, and Self-Determination Theory as the theoretical framework. Chapter three explains the research methodology, including the research design, research setting and participants, data collection techniques, and data analysis procedures. Chapter four presents and discusses the findings derived from students’ interview responses. Chapter five provides conclusions, implications, and suggestions for future research.

The researcher realizes that this thesis still contains limitations. Therefore, constructive criticism and suggestions from readers are sincerely welcomed for further improvement. It is also expected that this thesis contributes meaningful insights for educators, researchers, and readers interested in student motivation and assessment practices in EFL classrooms.

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