

## BIBLIOGRAPHY

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## APPENDICES

### 1. Research Permission Letter

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**SULTAN MAULANA HASANUDDIN BANTEN**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
 Jl. Syech Nawawi Al-Bantani Kp. Andamul Kel. Sukawana Kec. Curug Kota Serang  
 Serang, 25 Oktober 2022

Nomor : ...../Un.17/F.L/PP.00.9/10/2022  
 Lampiran : -  
 Perihal : *Izin Penelitian*

**Kepada Yth,**  
**Kepala SMPN 4 Cilegon**

Di  
 Tempat

*Assalamu 'alaikum Wr. Wb.*

Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Maulana Hasanuddin Banten menerangkan bahwa :

Nama : **Anisa Fujiyanti**  
 Nomor Induk Mahasiswa : 181230153  
 Semester : VIII, IX, X, XI, XII, XIII, XIV<sup>1)</sup>  
 Jurusan : Tadris Bahasa Inggris (TBI)

Adalah benar mahasiswa/i jurusan Tadris Bahasa Inggris (TBI) pada Fakultas Tarbiyah dan Keguruan yang akan melaksanakan penelitian dalam rangka penyelesaian tugas akhir (Penulisan Skripsi) yang berjudul :

**The Students' Perception on English Teachers' Assessment in Teaching and Learning Speaking at SMPN 4 Cilegon**


Sehubungan dengan hal tersebut, maka kami mohon kepada Bapak/Ibu dapat memberikan izin kepada Mahasiswa/i kami yang dimaksud untuk bisa melakukan survey dan pengumpulan data penelitian di Sekolah/Madrasah yang Bapak/Ibu pimpin

Demikian, atas perkenan dan partisipasi Bapak/Ibu terlebih dahulu kami sampaikan terima kasih.

*Wassalamu 'alaikum Wr. Wb.*


Dekan,  
 Fakultas Tarbiyah dan Keguruan

*[Signature]*  
 Nama Jundhana



<sup>1)</sup> Coret yang tidak perlu

## 2. Decision Letter of Advicers



**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN  
UNIVERSITAS ISLAM NEGERI SULTAN MAULANA HASANUDDIN BANTEN**  
Nomor: 1242/Un.17/F.I/PP.00.9/10/2022  
tentang:

**PEMBIMBING SKRIPSI JURUSAN TADRIS BAHASA INGGRIS  
FAKULTAS TARBIYAH DAN KEGURUAN UNIVERSITAS ISLAM NEGERI  
SULTAN MAULANA HASANUDDIN BANTEN**  
**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN  
UNIVERSITAS ISLAM NEGERI SULTAN MAULANA HASANUDDIN BANTEN**

**MEMBACA** : Surat Ketua Jurusan Tadris Bahasa Inggris (TBI) Nomor: 17/Un.17/F.I.I/PP.00.9/2022 tentang permohonan persetujuan Pembimbing Utama dan Pembimbing Pembantu bagi mahasiswa:  
a.n. : **Anisa Fujiyanti**  
NIM : **181230153**  
Judul : **The Students' Perception on English Teachers' Assessment in Teaching and Learning Speaking at SMPN 4 Cilegon**

**MENIMBANG** : a. bahwa untuk menyelesaikan Ujian Sarjana bagi Mahasiswa Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, perlu ditunjuk Pembimbing Utama dan Pembimbing Pembantu;  
b. bahwa Mahasiswa tersebut perlu memperoleh bimbingan yang sebaik-baiknya dalam menyelesaikan skripsi, sehingga dapat menyelesaikan studi kesajaranaannya;  
c. bahwa Saudari **Dr. Hj. Fitri Hilmiyati, M.Ed** dan Saudari **Dr. Hj. Selnistia Hidayani, M.Pd.** masing-masing dosen Universitas Islam Negeri Sultan Maulana Hasanuddin Banten telah memenuhi syarat untuk diangkat menjadi dosen pembimbing utama dan pembimbing pembantu.

**MENGINGAT** : 1. Undang-Undang R.I. Nomor 17 Tahun 2003 tentang Keuangan Negara;  
2. Undang-Undang R.I. Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;  
3. Undang-Undang R.I. Nomor 1 Tahun 2004 tentang Perbendaharaan Negara;  
4. Undang-Undang R.I. Nomor 15 Tahun 2004 tentang Pemeriksaan Pengelolaan dan Tanggung Jawab Keuangan Negara;  
5. Undang-Undang R.I. Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;  
6. Peraturan Pemerintah R.I. No. 45 Tahun 2013 tentang Tata Cara Pelaksanaan APBN;  
7. Peraturan Menteri Keuangan R.I. No. 171/PMK.02/2013 tentang Petunjuk Penyusunan dan Pengesahan Daftar Isian Pelaksanaan Anggaran;  
8. Peraturan Menteri Agama R.I. Nomor 32 tahun 2017 tentang Statuta Universitas Islam Negeri Sultan Maulana Hasanuddin Banten;  
9. Peraturan Menteri Agama R.I. Nomor 23 tahun 2017 tentang Organisasi dan Tata kerja Universitas Islam Negeri Sultan Maulana Hasanuddin Banten;  
10. Peraturan Menteri Agama Nomor 23 Tahun 2017 tentang Organisasi dan Tata Kerja Universitas Islam Negeri Sultan Maulana Hasanuddin Banten;  
11. Keputusan Menteri Agama R.I. Nomor : B.II/3/54242 tahun 2017 tentang pengangkatan Rektor Universitas Islam Negeri Sultan Maulana Hasanuddin Banten dengan masa jabatan tahun 2021-2025;  
12. Keputusan Rektor Universitas Islam Negeri Sultan Maulana Hasanuddin Banten Nomor 01 tahun 2017 tentang pengelola pelaksanaan anggaran Universitas Islam Negeri Sultan Maulana Hasanuddin Banten tahun anggaran 2017;  
13. Keputusan Rektor Universitas Islam Negeri Sultan Maulana Hasanuddin Banten Nomor : 96/Un.17/B.III.2/KP.07.6/10/2017 tentang pengangkatan Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Maulana Hasanuddin Banten dengan masa jabatan tahun 2021-2025

**MEMPERHATIKAN** : 1. Keputusan Universitas Islam Negeri Sultan Maulana Hasanuddin Banten Nomor 446 tahun 2017 Tanggal 08 Agustus 2017 tentang Buku Pedoman Akademik UIN Sultan Maulana Hasanuddin Banten  
2. Keputusan Rektor Nomor 136 Tentang Kalender Akademik UIN SMH Banten 2020/2021.

Memutuskan ...

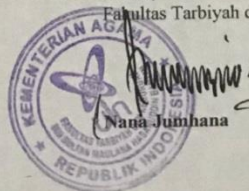


## MEMUTUSKAN :

- MENETAPKAN :
- Pertama : SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UNIVERSITAS ISLAM NEGERI SULTAN MAULANA HASANUDDIN BANTEN TENTANG PEMBIMBING SKRIPSI JURUSAN TADRIS BAHASA INGGRIS FAKULTAS TARBİYAH DAN KEGURUAN UNIVERSITAS ISLAM NEGERI SULTAN MAULANA HASANUDDIN BANTEN
- Kedua : Mengangkat Saudari Dr. Hj. Fitri Hilmiyati, M.Ed dan Saudari Dr. Hj. Selinistia Hidayani, M.Pd sebagai Pembimbing Utama sebagai Pembimbing Pembantu bagi mahasiswa tersebut di atas.
- Ketiga : Apabila dipandang perlu, Pembimbing diberi kewenangan untuk merubah redaksi judul, tanpa merubah surat keputusan ini.
- Keempat : Kepada Pembimbing Utama dan Pembimbing Pembantu diberikan honorarium menurut ketentuan yang berlaku.
- Keempat : Surat Keputusan ini berlaku terhitung mulai tanggal dikeluarkan, dengan ketentuan bila terdapat kekeliruan akan diadakan perubahan seperlunya.

Dikeluarkan di : Serang  
 Pada Tanggal : 25 Oktober 2022

Dekan,  
 Fakultas Tarbiyah dan Keguruan

Tembusan:

- 1 Wakil Rektor I UIN Sultan Maulana Hasanuddin Banten;
- 2 Wakil Dekan I, II dan III Fakultas Tarbiyah dan Keguruan UIN Sultan Maulana Hasanuddin Banten;
- 3 Ketua Jurusan TBI Fakultas Tarbiyah dan Keguruan UIN Sultan Maulana Hasanuddin Banten;
- 4 Dosen Pembimbing;
- 5 Mahasiswa yang bersangkutan;
- 6 Arsip.

## 3. The Consultation Sheet

**BRIEF BIOGRAPHY**

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Student's Number : 187230153

Program : English Education

Previous School : MAN 1 Kota Cilegon

Place and Date of Birth : Cilegon, 30 Mei 2001

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Kec. Ciwandan - Cilegon, 42445 -

Phone : 081979192336


Academic Adviser : \_\_\_\_\_

Paper Adviser : 1. Dr. H. Fitri Hilmiyati, M. Ed  
 2. Dr. Selnista Handayani, M. Pd.

Paper Title : Students' Perception on English  
teacher assessment in teaching  
and learning speaking at  
SMPN 9 Cilegon







Serang, 20  
 The Head of  
 English Education Department

Dr. Hl. Anita, S.S., M.Pd.  
 NIP. 197704102003122001



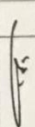

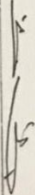


## CONSULTATION SHEET






No	Date	Consulted Topic	Suggestion and Recommendation	Signature
1	2	3	4	5
①	August, 09 <sup>th</sup> 2023	Chapter I Introduction	<ul style="list-style-type: none"> <li>- tambah 1 point dalam formulation of the problem.</li> <li>- tambahkan novelty</li> <li>- tambahkan footnote pada previous study</li> </ul>	
②	August, 30 <sup>th</sup> 2023	Chapter II Theoretical framework	<ul style="list-style-type: none"> <li>- tambahkan pembahasan tentang speaking assessment, <sup>kurikulum</sup> student perception dan type of assessment</li> </ul>	
③	October, 23 <sup>rd</sup> 2023	Chapter III Research Method	<ul style="list-style-type: none"> <li>- cantumkan apakah termasuk qualitative case study atau Phenomenology</li> <li>- tambahkan lebih banyak poin quisioner dan harus menggunakan kalimat tunggal &amp; tidak berkele-tele</li> <li>- jelaskan data of analysis.</li> </ul>	
④		Chapter III Research Method	<ul style="list-style-type: none"> <li>- tambahkan observation checklist.</li> </ul>	
⑤	December, 04 <sup>th</sup> 2023	Chapter IV	<ul style="list-style-type: none"> <li>- Di discussion tambahkan point implementation of TSA.</li> </ul>	
⑥	December, 04 <sup>th</sup> 2023	Chapter V	<ul style="list-style-type: none"> <li>- Di conclusion seharusnya ada 2 point</li> </ul>	

1. Implementation of TSA.  
2. students' perception on TSA.

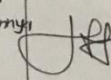
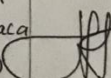
## CONSULTATION SHEET

No	Date	Consulted Topic	Suggestion and Recommendation	Signature
1	2	3	4	5
①	Jan, 05 <sup>th</sup> 2024	Chapter IV & V	<ol style="list-style-type: none"> <li>1. Tulis gap antara penilaian speaking yang ideal dengan implementasinya.</li> <li>2. Tulis alasan-alasan pada hasil penelitian</li> <li>3. Tulis kaitan antara <del>hasil</del> hasil penelitian dengan previous study</li> </ol>	
②	Jan 10 <sup>th</sup> <del>Feb. 02</del> 2024	Chapter IV & V	-tambahkan 1 footnote lagi / referensi di discussion	
③	Feb, 2 <sup>nd</sup> 2024	Chapter IV & V  keo Sidang Munagosal	-bawa skripsi bab 1-5 beserta lampiran	

## CONSULTATION SHEET

No	Date	Consulted Topic	Suggestion and Recommendation	Signature
1	2	3	4	5
①	Jan, 10 <sup>th</sup> 2024	Chapter I Introduction	<ol style="list-style-type: none"> <li>1. tambahkan permasalahan yang fokus pada assessment</li> <li>2. ubah kalimat research question no 2 supaya tidak rancu</li> <li>3. harus mencari penilaian speaking pada kurikulum merdeka</li> </ol>	
②	Jan, 23 <sup>rd</sup> 2024	Chapter I	<ol style="list-style-type: none"> <li>1. jangan menggunakan referensi lo tahun ke bawah.</li> </ol>	
③	Feb. 13 <sup>th</sup> 2024	Chapter II	<ol style="list-style-type: none"> <li>1. lebih fokuskan pada pembahasan tentang assessment</li> <li>2. ganti point pembahasan student speaking achievement dengan student speaking score.</li> </ol>	
④	Feb, 20 <sup>th</sup> 2024	Chapter III	<ol style="list-style-type: none"> <li>1. sesuaikan metode penelitian yang dipakai.</li> <li>2. pilih instrumen yang sesuai</li> <li>3. data analysis harus di jelaskan step by step.</li> </ol>	
⑤	March, 08 <sup>th</sup> 2024	Chapter III	<ol style="list-style-type: none"> <li>1. pada research instrumen tuliskan instrumen tersebut ditujukan untuk siapa (student)</li> <li>2. tambahkan prolog pada point data analysis.</li> <li>3. Observation Checklist tulis rata kiri.</li> <li>4. Tulis jumlah Observation Checklist &amp; quisioner pada research instrument</li> </ol>	

## CONSULTATION SHEET

No	Date	Consulted Topic	Suggestion and Recommendation	Signature
1	2	3	4	5
6	Chapter IV & V	Findings & Discussion Conclusion	<ol style="list-style-type: none"> <li>1. pada qualitative research menggunakan Findings bukan result.</li> <li>2. pada Findings, tidak perlu melampirkan quisioner, tulis garis besarnya / kesimpulannya sesuai klasifikasi point penilaian speaking, kemudian berlink ke appendix</li> </ol> <p>8. cantumkan teori penilaiannya <del>hasilnya</del> <del>di akhir</del></p> <ul style="list-style-type: none"> <li>- di <del>akhir</del> <sup>buat</sup> tabel supaya memudahkan pembaca</li> <li>- hapus kata learning dan teaching pada judul</li> <li>- hapus nama sekolah</li> <li>- Membuat abstract dan Acc</li> </ul>	
7	Chapter IV & V	Findings & discussion Conclusion	<ul style="list-style-type: none"> <li>- di <del>akhir</del> <sup>buat</sup> tabel supaya memudahkan pembaca</li> <li>- hapus kata learning dan teaching pada judul</li> <li>- hapus nama sekolah</li> <li>- Membuat abstract dan Acc</li> </ul>	

## 4. Observation Sheet

No	Classroom Activity	Yes	No
1.	Teacher introduces the topic of the lesson		
2.	Teacher starts teaching by giving students the essential questions		
3.	Teacher asks students to ask the questions about the topic		
4.	Students speak in English during teaching and learning process		
5.	The students are able to ask and respond in English		
6.	Teacher gives students chance to participate by sharing their ideas on teaching and learning process		
7.	Teacher gives an assignment to students		
8.	Teacher help students when they find difficulties in the learning process		
9.	Teacher conducts assessment to measure that students' achievement		
10.	Teacher provides conclusions regarding to the topic		
11.	Students comperhend the information given by teacher		
12.	Students share their experience during teaching and learning process		

## 5. Questionnaire

No	Statements	Strongly Agree (SA)	Agree (A)	Dissagree (DS)	Strongly Dissagree (SDA)
1.	Amount of the speaking assessments given by the teacher were sufficient to assess my speaking abilities				
2.	The level challenge of the speaking assessment given by the teacher is in accordance with my speaking abilities				
3.	Teacher's assessment makes students are able to ask and respond in English while discussing				
4.	The feedbac given by teacher makes students motivated in speaking English				
5.	The various types of speaking exams make me not feel bored				
6.	Teacher applies various types of speaking test				
7.	Teachers' assessment helps and support students in learning speaking				



8.	The level challenge of the speaking assessment given by the teacher is not appropriate because it's too difficult				
9.	The teacher's assessment helps me to reduce my speaking anxiety				
10.	The teacher's assessment helps me to practice English speaking independently				
11.	The teacher gave me the opportunity to ask about the assignments that i did not understand				
12.	The teacher's assessment changes my learning habit on speaking course				
13.	The teacher's assessment helps me to have self-assessment for the improvement of fluency, pronunciation and grammar accuracy, vocabulary choice, and non-verbal communication use				
14.	My speaking assessment task are usefull in everyday things				

15.	The speaking assessment tasks are relevant to what i do outside of school				
16.	Questions in English subject tests what i know				
17.	I am told in advance when i am being assessed				
18.	The speaking assessment examines my ability to answer everyday questions				
19.	I know what is needed to successfully complete the speaking assessment task				
20.	My assignment/tests are about what i have done in class				

## 6. The Findings of Questionnaire

No	Statements	Strongly Agree (SA)	Agree (A)	Dissagree (DS)	Strongly Dissagree (SDA)
1.	Amount of the speaking assessments given by the teacher were sufficient to assess my speaking abilities	6 (22,2%)	17 (63%)	1 (3,7%)	3 (11,1%)
2.	The level challenge of the speaking assessment given by the teacher is in accordance with my speaking abilities	1 (3,7%)	18 (66,7%)	6 (22,2%)	2 (7,4%)
3.	Teacher's assessment makes students are able to ask and respond in English while discussing	6 (22,2%)	15 (55,6%)	6 (22,2%)	0
4.	The feedbac given by teacher makes students motivated in speaking English	8 (29,6%)	11 (40,7%)	7 (25,9%)	1 (3,7%)
5.	The various types of speaking exams make me not feel bored	4 (14,8%)	6 (22,2%)	17 (63%)	0
6.	Teacher applies various types of speaking test	7 (25,9%)	16 (59,3%)	3 (11,1%)	1 (3,7%)
7.	Teachers' assessment helps and support students in learning speaking	3 (11,1%)	17 (63%)	5 (18,5%)	2 (7,4%)

8.	The level challenge of the speaking assessment given by the teacher is not appropriate because it's too difficult	7 (25,9%)	12 (44,4%)	8 (29,6%)	0
9.	The teacher's assessment helps me to reduce my speaking anxiety	3 (11,1%)	15 (55,6%)	8 (29,6%)	1 (3,7%)
10.	The teacher's assessment helps me to practice English speaking independently	6 (22,2%)	12 (44,4%)	9 (33,3%)	0
11.	The teacher gave me the opportunity to ask about the assignments that i did not understand	1 (3,7%)	21 (77,8%)	4 (14,8%)	1 (3,7%)
12.	The teacher's assessment changes my learning habit on speaking course	4 (14,8%)	14 (51,9%)	9 (33,3%)	0
13.	The teacher's assessment helps me to have self-assessment for the improvement of fluency, pronunciation and grammar accuracy, vocabulary choice, and non-verbal communication use	10 (37%)	11 (40,7%)	5 (18,5%)	1 (3,7%)
14.	My speaking assessment task are usefull in everyday things	11 (40,7%)	4 (14,8%)	7 (25,9%)	5 (18,5%)

15.	The speaking assessment tasks are relevant to what i do outside of school	0	17 (63%)	7 (25,9%)	3 (11,1%)
16.	Questions in English subject tests what i know	5 (18,5%)	18 (66,7%)	4 (14,8%)	0
17.	I am told in advance when i am being assessed	3 (11,1%)	7 (25,9%)	13 (48,1%)	4 (14,8%)
18.	The speaking assessment examines my ability to answer everyday questions	11 (40,7%)	15 (55,6%)	1 (3,7%)	0
19.	I know what is needed to successfully complete the speaking assessment task	0	15 (55,6%)	7 (25,9%)	5 (18,5%)
20.	My assignment/tests are about what i have done in class	7 (25,9%)	12 (44,4%)	7 (25,9%)	1 (3,7%)

## 7. Documentation

