

*Appendix 1*

*Translatery List*

No.	Chapter/ Page	Name of Surah/Verse	Translation	
			Indonesian	English
1	1/1	Al- Mujadilah/11	Hai orang-orang beriman apabila dikatakan kepadamu: "Berlapang-lapanglah dalam majlis", maka lapangkanlah niscaya Allah akan memberi kelapangan untukmu. Dan apabila dikatakan: "Berdirilah kamu", maka berdirilah, niscaya Allah akan meninggikan orang-orang yang beriman di antaramu dan orang-orang yang diberi ilmu pengetahuan beberapa derajat. Dan Allah Maha Mengetahui apa yang kamu kerjakan.	O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do.
2	1/2	At-Taubah/122	Tidak sepatutnya bagi mukminin itu pergi semuanya (ke medan perang). Mengapa tidak pergi dari tiap-tiap golongan di antara mereka beberapa orang untuk memperdalam pengetahuan mereka tentang agama dan untuk memberi peringatan kepada kaumnya apabila mereka telah kembali kepadanya, supaya mereka itu dapat menjaga dirinya.	And it is not for the believers to go forth [to battle] all at once. For there should separate from every division of them a group [remaining] to obtain understanding in the religion and warn their people when they return to them that they might be cautious.

3	1/2	Al-Baqarah/284	<p>Kepunyaan Allah-lah segala apa yang ada di langit dan apa yang ada di bumi. Dan jika kamu melahirkan apa yang ada di dalam hatimu atau kamu menyembunyikan, niscaya Allah akan membuat perhitungan dengan kamu tentang perbuatanmu itu. Maka Allah mengampuni siapa yang dikehendaki-Nya dan menyiksa siapa yang dikehendaki-Nya; dan Allah Maha Kuasa atas segala sesuatu.</p>	<p>To Allah belongs whatever is in the heavens and whatever is in the earth. Whether you show what is within yourselves or conceal it, Allah will bring you to account for it. Then He will forgive whom He wills and punish whom He wills, and Allah is over all things competent.</p>
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*Appendix 2*

*Transcript of Observation (Field Note)*

Observation I

No.	Contains	Yes	No	Explanation
1	The teacher prepared the students and the class before the evaluation is started.	√		Students are given freedom by the teacher in choosing their turns.
2	The teacher makes the evaluation class simulation before the evaluation is started.	√		Before conducting the evaluation, the lecturer practices the simulation.
3	The material in evaluating students is related with the topic.	√		The questions in accordance with the topics and topics that have been determined.
4	The teacher gives some instructions in order to the evaluation process can run properly.	√		The previous week the teacher gave instructions on how the evaluation would run smoothly. Before starting, the teacher recalls the instructions.
5	The teacher evaluates students with some feed backs to students.	√		After all turns are finished, students are asked to re-enter the class to be given a response about their evaluation activities
6	The teacher told the students the evaluation techniques to evaluate them before.	√		1 week before the evaluation
7	The teacher gives time limits in evaluating every students.		√	The teacher does not determine how long the time is, but only determines the number of questions (3

				questions)
8	The teacher gives students a chance or time to improve their performance in evaluation.	√		In this case, the teacher gives freedom in sorting the list of names of admission to be interviewed
9	The teacher evaluates students with a speaking rubric score in evaluating them.	√		Before evaluating, the teacher has determined the assessment criteria to be notified to students
10	The teacher uses a media when evaluation process is going on.	√		CV, Application Letter as media and also as an assignment
11	The teacher makes the evaluation be communicative, interactive and responsive between the teacher and students.	√	√	The teacher does not respond to student answers when the evaluation takes place. But communicatively and interactively it's good
12	The teacher gives students chance to practice with both fluency and accuracy.	√		So that students can answer with the right answer, the lecturer gives a little time to answer and also gives options to skip the problem
13	The teacher gives a conclusion in the end of evaluation with an advice or another response or feedback to the students.	√		The teacher gives feedback should use more English so students are familiar with English chat.

## Observation II

No.	Contains	Yes	No	Explanation
1	The teacher prepared the students and the class before the evaluation is started.	√		Same with the previous observation, students are asked to enter one by one into the class.
2	The teacher makes the evaluation class simulation before the evaluation is started.	√		Simulation must be done in order to make students comfort and understand with the evaluation process.
3	The material in evaluating students is related with the topic.	√		The questions in accordance with the topics and topics that have been determined.
4	The teacher gives some instructions in order to the evaluation process can run properly.	√		Same with the previous observation.
5	The teacher evaluates students with some feed backs to students.	√		In order to make students know what their mistakes.
6	The teacher told the students the evaluation techniques to evaluate them before.	√		1 week before the evaluation.
7	The teacher gives time limits in evaluating every students.		√	Just giving students 3 questions for every students.
8	The teacher gives students a chance or time to improve their performance in evaluation.	√		It is good for students, so they can have a chance to think about the answers.
9	The teacher evaluates students with a speaking rubric score in	√		Not only about language assessment. There are the appearance also.

	evaluating them.			
10	The teacher uses a media when evaluation process is going on.	√		CV, Application Letter as media and also as an assignment
11	The teacher makes the evaluation be communicative, interactive and responsive between the teacher and students.	√	√	The teacher does not respond to student answers when the evaluation takes place because the time is limited. But communicatively and interactively it's good.
12	The teacher gives students chance to practice with both fluency and accuracy.	√		The teacher gave the grating of the interview before
13	The teacher gives a conclusion in the end of evaluation with an advice or another response or feedback to the students.	√		The teacher better if she gives feedback full English language.

## Observation III

No.	Contains	Yes	No	Explanation
1	The teacher prepared the students and the class before the evaluation is started.	√		Students' turns are regulated by the teacher.
2	The teacher makes the evaluation class simulation before the evaluation is started.	√		Making a little description about the step of evaluation process.
3	The material in evaluating students is related with the topic.	√		As the teacher and the students' deal before: job interview
4	The teacher gives some instructions in order to the evaluation process can run properly.	√		The previous week the teacher gave instructions on how the in order to make evaluation process can be runned smoothly.
5	The teacher evaluates students with some feed backs to students.	√		Giving the students how the good answer or appearance in job interview.
6	The teacher told the students the evaluation techniques to evaluate them before.	√		1 week before the evaluation
7	The teacher gives time limits in evaluating every students.		√	Just giving 3 questions to limit the time
8	The teacher gives students a chance or time to improve their performance in evaluation.	√		In this case, the teacher gives freedom in sorting the list of names of admission to be interviewed.
9	The teacher evaluates students	√		Before evaluating, the teacher has determined the

	with a speaking rubric score in evaluating them.			assessment criteria to be notified to students
10	The teacher uses a media when evaluation process is going on.	√		CV, Application Letter as media and also as an assignment
11	The teacher makes the evaluation be communicative, interactive and responsive between the teacher and students.	√	√	The teacher does not respond to student answers when the evaluation takes place. But communicatively and interactively it's good
12	The teacher gives students chance to practice with both fluency and accuracy.	√		It makes students can improve their readiness to answer questions.
13	The teacher gives a conclusion in the end of evaluation with an advice or another response or feedback to the students.	√		Doing it by mentioning what are the students weaknesses. So they can improve their ability.



## Observation IV

No.	Contains	Yes	No	Explanation
1	The teacher prepared the students and the class before the evaluation is started.	√		Students are asked to enter one by one into the class.
2	The teacher makes the evaluation class simulation before the evaluation is started.	√		Before conducting the evaluation.
3	The material in evaluating students is related with the topic.	√		As the teacher notified last week
4	The teacher gives some instructions in order to the evaluation process can run properly.	√		The previous week the teacher gave instructions on how the evaluation would run smoothly.
5	The teacher evaluates students with some feed backs to students.	√		Making students realize about their ability
6	The teacher told the students the evaluation techniques to evaluate them before.	√		1 week before the evaluation
7	The teacher gives time limits in evaluating every students.		√	No time limits. Just giving 3 questions.
8	The teacher gives students a chance or time to improve their performance in evaluation.		√	Teacher make the evaluation process faster by making list of students' turn.
9	The teacher evaluates students with a speaking rubric score in evaluating them.	√		To make easy to evaluate the students.

10	The teacher uses a media when evaluation process is going on.	√		CV, Application Letter as media and also as an assignment
11	The teacher makes the evaluation be communicative, interactive and responsive between the teacher and students.	√	√	The teacher does not respond to student answers when the evaluation takes place. But communicatively and interactively it's good
12	The teacher gives students chance to practice with both fluency and accuracy.	√		Giving students a little time to think about the answers
13	The teacher gives a conclusion in the end of evaluation with an advice or another response or feedback to the students.	√		The teacher gives feedback should use more English so students are familiar with English chat.

## Observation V

No.	Contains	Yes	No	Explanation
1	The teacher prepared the students and the class before the evaluation is started.	√		Students are asked to enter one by one into the class in accordance with the order in the name that has been mentioned by the teacher
2	The teacher makes the evaluation class simulation before the evaluation is started.	√		Before conducting the evaluation, the lecturer practices the simulation.
3	The material in evaluating students is related with the topic.	√		The questions in accordance with the topics and topics that have been determined.
4	The teacher gives some instructions in order to the evaluation process can run properly.	√		The previous week the teacher gave instructions on how the evaluation would run smoothly. Before starting, the teacher recalls the instructions.
5	The teacher evaluates students with some feed backs to students.	√		After all turns are finished, students are asked to re-enter the class to be given a response about their evaluation activities
6	The teacher told the students the evaluation techniques to evaluate them before.	√		1 week before the evaluation
7	The teacher gives time limits in evaluating every students.		√	The teacher does not determine how long the time is, but only determines the number of questions (3 questions)
8	The teacher gives students a	√		In this case, the teacher gives

	chance or time to improve their performance in evaluation.			freedom in sorting the list of names of admission to be interviewed
9	The teacher evaluates students with a speaking rubric score in evaluating them.	√		Before evaluating, the teacher has determined the assessment criteria to be notified to students
10	The teacher uses a media when evaluation process is going on.	√		CV, Application Letter as media and also as an assignment
11	The teacher makes the evaluation be communicative, interactive and responsive between the teacher and students.	√	√	The teacher does not respond to student answers when the evaluation takes place. But communicatively and interactively it's good
12	The teacher gives students chance to practice with both fluency and accuracy.	√		So that students can answer with the right answer, the lecturer gives a little time to answer and also gives options to skip the problem
13	The teacher gives a conclusion in the end of evaluation with an advice or another response or feedback to the students.	√		The teacher gives feedback should use more English so students are familiar with English chat.

Adapted by:

Brown, H. D. (2003). *Language Assessment Principles and Classroom*. California: Longman University Press.

Nunan, D. (2003). *Practical English Language Teaching*. New York: Mc. Graw Hill.

Thornburry, S. (2005). *How to Teach Speaking*. New York: Pearson Education Limited.

### *Appendix 3*

#### *Transcript of Interview*

##### **Interview Guideline (Teacher)**

1. **Researcher:** What techniques do you use in evaluating students' speaking abilities?

**Teacher:** Communicative Teaching Language by simulating with job interview and recorded-role play.

2. **Researcher:** What is the reason you chose the technique in evaluating the speaking abilities of 3 students?

**Teacher:** Because the subject is speaking, and the purpose of speaking is to communicate in their daily life, so I want the students can communicate in daily life. So, I used communicative language teaching that focus on fluency and interaction with the other speakers.

3. **Researcher:** What factors influence (evaluation criteria) in using the technique?

**Teacher:** In the interview, I want them to have ability to be interviewed in their real life job. So, I ask them to have good appearance such as dressing neatly. I want to teach them how to have a good appearance in interview, how to answer the questions, so they can express their real job interview. For the recorded-role play is same with the interview, they can be a news caster, reporter, interviewer. I want them can to practice their speaking ability just not in their classroom, but for outside classroom also, so they can sociate and communicate with people around them.

4. **Researcher:** In your opinion, what are the advantages of evaluation techniques that you apply?

**Teacher:** They can struggle with the real life with the experience of job interview and recorded-role play simulation.

5. **Researcher:** Do you apply the same evaluation techniques to each class? If it's the same / different, what is the reason?

**Teacher:** Yes, because the need of the students is same in every classes.

6. **Researcher:** How long does the process of evaluating students' speaking abilities take?

**Teacher:** For the interview, I do the evaluation when the middle test schedule, it takes 1 week. For recorded-role play, I give them 2 weeks for doing the assignment.

7. **Researcher:** After the evaluation is carried out, are the results of the evaluation delivered to students? (a type of feedback) if it is submitted, why the reason?

**Teacher:** I give them feedback directly when middle test, but in final test, I give them feedback with the final score in the siakad system.

8. **Researcher:** What is the response / reaction of students to the activities and results of your evaluation?

**Teacher:** No reaction or complain, because the interview and the recorded-role techniques are based on students want before the evaluation is done.

9. **Researcher:** In your opinion, does the evaluation technique that you apply go as it should as you expect it to? If yes / no, please give a reason!

**Teacher:** Trying to adjust to these changes, now we are in the digital age, social media, etc., so we can use these to facilitate evaluating students.

*Appendix 4**Transcript of Questionnaire*

**Nama** :

**E-mail** :

**SRN** :

1. Menurut anda, apa saja kelebihan dari teknik evaluasi yang diimplementasikan dosen pada mata kuliah speaking 3 pada saat middle tes (job interview)?
2. Menurut anda, apa saja kelebihan dari teknik evaluasi yang diimplementasikan dosen pada mata kuliah speaking 3 pada saat final tes (recorded-role play)?
3. Menurut anda, apa saja kekurangan/kelemahan/kesulitan yang anda alami ketika dosen mengevaluasi dengan teknik yang ia gunakan pada saat middle test (interview)?
4. Menurut anda, apa saja kekurangan/kelemahan/kesulitan yang anda alami ketika dosen mengevaluasi dengan teknik yang ia gunakan pada saat final test (recorded-role play)?
5. Apakah anda merasa puas dengan teknik evaluasi dosen pada mata kuliah speaking 3? Kalau anda merasa puas/tidak puas, tolong berikan alasannya!
6. Apakah dosen memberikan feedback setelah melakukan evaluasi? Kalau ada, apa saja manfaat yang anda dapat?
7. Sebelum mengevaluasi, apakah dosen memberikan arahan serta simulasi yang jelas? Kalau ada, apakah dapat dilaksanakan sebagaimana mestinya?

Name : Normasila

E-mail : silajeon28@gmail.com

SRN : 170102030648

- 1) Make it easier for us to face job interviews in this real life.
- 2) Most still do not understand how to answer questions about job interviews accurately according to the wishes of the lecturer.
- 3) Making students have good team work and be creative and confident and responsibility with their assignments.
- 4) Does not look at the overall ability of students.
- 5) Not satisfied. Because of the lack of study hours and often given making videos and not face to face so I am less able to improve my speaking ability.
- 6) I don't know, the benefit I get is that I know the job interview is good and right.
- 7) Yes, by asking us to go forward together to prepare how to answer the interview and manner to do the interview.

Name: Balina

E-mail: balinalina6@gmail.com

SRN: 170102030182

- 1) Train students for job interviews, so students know how to behave when interviewing.
- 2) The difficulty that I experienced was, I had to really dress like someone who wanted to apply for a job and also brought the files for job interviews such as application letters and CVs which in my opinion were a burden for me.
- 3) The advantage is adding a new experience for me in making video projects.
- 4) The difficulty that I experienced was confused about what cases I would take and I also had to take several times because it was always wrong and the most difficult thing was to edit the video so that it was good, it was difficult if not possible.



- 5) Not satisfied, because we rarely go to class.
- 6) Yes. So I know my true shortcomings.
- 7) It's unclear, because when we met face to face yesterday. There was a misunderstanding between students and lecturers.

Name: Nurhani

E-mail: Hanny4478@gmail.com

SRN: 170102030932

- 1) To know how a good interview method when applying for a job
- 2) My fear is nervous when I was in the interview, afraid to answer the questions I had been given.
- 3) Really help my speaking and my listening skills.
- 4) Overcome nervousness when invited to talk.
- 5) Satisfied, because it make me become a person who is more confident and optimistic about the skills I can.
- 6) Yes, the lecturer gave me feedback. The benefit was could made us more carefully when answer the question of interviews.
- 7) Yes, very clear and it goes accordingly.

Name: Elma Fitriani

E-mail: fitrianielma21@gmail.com

SRN: 170102030201

- 1) Simple and add a picture of a job interview.
- 2) The weakness is needed in confidence, because what is prepared before the interview can be lost at the time of the test because of nervousness.
- 3) The advantage is that the lecture meeting can be completed on time.
- 4) Projects are carried out in groups, so there is a division of tasks that members may feel is unfair, and not all group members provide language expertise.
- 5) To be honest, I'm quite satisfied. Not bad in the sense of not being too satisfied. Because at midterm I was comfortable with the technique, but my final compilation became less satisfied. Because the evaluation is done with the project video. In my opinion, evaluating through the video project is not effective, why? Because here the projects are carried out in groups, so there is a division of tasks that members may feel unfair, and not all group members provide language expertise.
- 6) Yes. In addition to providing corrections to us, we cannot get used to making mistakes, with this feedback also in accordance with being able to debate ourselves to increase the ability to speak again.
- 7) Yes, and yes, it works as much as it should.

Name: Aurannisa

E-mail: aurannisa13@yahoo.com

170102030925

- 1) The information obtained is very useful for finding work in the future.
- 2) The weakness that exists in me is nervous when interviewed.
- 3) I got new knowledge to edit videos about news.

- 4) Before figuring out how to make a news video, my group and I were very frustrated because we couldn't edit the video properly, and because of the incomplete facilities we had, we needed help from other people to complete the task.
- 5) Quite satisfied.
- 6) There are, many, more practices don't give up.
- 7) Yes, it's clear.

Name: Junita Pitri

E-mail: junitapitri12@gmail.com

SRN: 170102030173

- 1) Give an idea of how to apply for a job, a good and right way in a job interview. So that one day we are not surprised by "real world".
- 2) Because this is the first time, so we are required to look perfect in terms of clothing and manner.
- 3) Of course, prioritizing cooperation between groups, video can be taken many times and can be edited.
- 4) It takes a long time and takes video editing skills.
- 5) Satisfied, because he seems to introduce what the world of work is like.
- 6) Of course yes, at the end of each meeting he gives feedback.
- 7) He always gives directions, and goes accordingly. Although sometimes there are inappropriate ones, they come from students themselves.

Name: Fahmi Arif Sangaji

E-mail: Fahmiarifsangaji@gmail.com

SRN: 170102030442

- 1) To be able to know the students' abilities in expressing an argument clearly. In addition, lecturers can also assess the fluency of students in speaking at job interviews.
- 2) Difficulties: There are some questions that we cannot understand so when the lecturer asks about them, we are a little confused to answer them.
- 3) Sharpening students' creativity because in video recording, we are required to take several videos and then edit them and it makes us learn how to edit videos.
- 4) I don't think there are any shortcomings. But it's rather a special difficulty when editing videos that require quite a long time because before he had never edited like this.
- 5) I am satisfied and comfortable because in speaking 3 I learned many new things that are useful for me going forward.
- 6) The lecturer gives feedback such as encouraging the students and the benefits are a little excited after that.
- 7) Yes, the lecturer has given clear directions along with examples and we can understand and digest them well.

Name: Muhamad Aji Pangestu

E-mail: mhdajipangesttu@gmail.com

SRN: 170102030040

- 1) In my opinion, the advantages of the Job Interview middle test. I can imagine how job interviews in real life. And of course very helpful in the future, if you want to pass the job, because we already know some techniques and tips in job interviews.
- 2) My difficulty when this Job interview is. Control body movements, especially legs. And keep in mind the body's gesture also gets an assessment from the lecturer during the Job Interview middle test.
- 3) Can save time, and of course can be creative with videos that have been made.

- 4) Maybe, lecturers cannot check student activities directly.
- 5) I feel satisfied with the lecturer's evaluation techniques in the speaking subject 3.
- 6) Yes, at the end of the lesson he always gives feedback and motivation. And because of this I feel more motivated in learning.
- 7) Yes. He always gives directions before testing.

Name: Ahmad Maulana

E-mail: lana28946@gmail.com

SRN: 170102030630

- 1) In my opinion, it is very useful for the preparation of interviews in several companies.
- 2) Difficulties faced may be due to an element of feeling, when dealing with the lecturers somehow feels like there is distance. So, students have difficulty interacting with lecturers. Another question is whether the job interview can change due to the development of a globalized culture?
- 3) Video recording, perhaps more teaching students to use modern technology.
- 4) The time and place of taking is difficult if you want good results, well ... actually the more difficult a thing is, the better the result is at least it is the words of previous people. Sometimes simple, sometimes complicated.
- 5) Satisfied, even though the task is complicated because video recording is sometimes easy to be managed by both students and lecturers although otu is only limited to opinion.
- 6) Yes, can correct the mistakes that there might even be some students motivated by it.
- 7) Yes, sometimes yes and sometimes not because lecturers usually teach a lot of people. So, maybe only a few students are in accordance with the wishes of the lecturers, but there are also students who disappoint lecturers.

Name: Wardi

E-mail: wardi180899@gmail.com

SRN: 170102031367

- 1) In my opinion it is very beneficial for the future to teach and work in companies.
- 2) Weaknesses, not fluent in English, lack of speech, lack of focus and nervousness, difficulty in how to speak English and answer to give reasons.
- 3) The advantages are many first jump in the field, hone the ability to speak.
- 4) Lack of English, mental deficiency, difficulty finding the sharp news.
- 5) Very satisfied.
- 6) There are many benefits.
- 7) Yes, the lecturer gives direction.

Name: Musdalifah

E-mail: musdalifah2512@gmail.com

SRN: 170102031006

- 1) I think the topic of a job interview will help me to find a job later.
- 2) In my opinion the weakness is probably because we were divided into two study groups and alternating entries each week made learning intentions lacking.
- 3) For video recording, in my opinion the advantages of making group videos will increase our solidarity in working together and reducing nervousness in the future when acting in a camera. For the speaking itself, because we were given a video as a reference from there, I learned a lot about spelling words correctly.
- 4) In my opinion, the weakness is the lack of learning time so that makes a little confused about the procedures, techniques and assessment criteria and making videos.
- 5) Not satisfied, the reason is because there is no intention of learning time.
- 6) Yes, when we did the middle test. From this feedback I can learn about

what I can and cannot do.

- 7) For the middle test job interview project there are previous directives but for the final test project there are no directives conducted in class from the lecturer.

Name: Muhammad Husein

E-mail: huseinktb96@gmail.com

SRN: 170102031333

- 1) First, it is more intense between students with lecturers because the evaluation is directly one by one with the related lecturers. Second, the application is directly to the interview world of work which is very much needed for our provision to enter the workforce.
- 2) The difficulty may be overwhelmed when answering questions directly from the lecturer because of nervousness or nervous, especially in English to answer even though it has been prepared in advance but there are still some who remain nervous and blank when answering.
- 3) Give enough free time to do the task and can maximize the results of the task because it can be edited and taken again to get maximum results.
- 4) The difficulty may be editing the video because yes not everyone is capable of editing the video so there are some people who edit the video just barely.
- 5) Alhamdulillah, I feel satisfied because the task is not too heavy or just according to our level and we can prepare more carefully for the work.
- 6) Every meeting there is always a practice after the practice of the related lecturer always gives feedback and comments to us, so we can improve ourselves and improve our speaking skills.
- 7) For the middle test, the related lecturer gives clear direction, but unfortunately in the final test, there is one direction that is not modeled, but only given a few videos for self-study, even though I myself expect that speaking is a direct practice, don't instruct us to study alone .

Name: Mariani

E-mail: mariani.uinantasari@gmail.com

SRN: 170102030046

- 1) The advantage is that this activity seems real, which is like a job applicant willing to work. And where then he was also very good in his role as the interviewer.
- 2) The drawback is that the debate is not as usual that the compilation does not bring the CV or clothes are still not quite right as it is the job applicant. Even though this is just talking. But he uses the example of how for job applicants. And also its weakness in my opinion is this material has been given before, where for those who are diligent he can memorize. Even though yesterday there were 8 questions that he gave and right to ask later only 2 or 3. This was less effective because students could memorize. But I am lazy to learn to be spontaneous when answering the interview.
- 3) The advantage is to reduce the learning time in class, where we can replace other classes at a time. The advantage is to make us more sociable and speak spontaneously with English, my role play is a reporter during the final test yesterday.
- 4) There is no need for an explanation in class and also does not have an example, he asked us to go to another class to copy the file, but I myself cannot make a solid class and the final. Actually, he gave a free sample compilation in class. And also for the rubric does not give so know what is in value.
- 5) No. Because this learning is very rarely done in the 5-6 count. Because there was also a division of people who entered only 2 times, and even then he also saw no entry and also came rather rather late.
- 6) Yes. She comments for everyone what are the advantages and disadvantages of a job interview.
- 7) It's a shame there was no simulation even though he wanted it to be yesterday but he had an agreement that he couldn't attend. So nothing. For this final test.



Name: Winda widiyanti

E-mail: windawidiyanti02@gmail.com

SRN: 170102031001

- 1) To train us on how if we apply for a job one day, let alone practice it immediately makes me understand how the body language that we must apply when speaking in front of superiors, to our polite gestures and gestures.
- 2) I think that the difficulty when practicing it is directly unable to control body language.
- 3) Increase my confidence to speak English and at the same time add to my vocabulary.
- 4) I think video recording is difficult and hassle, because when there is a word that is said wrong, then keep repeating the record again, better in speaking there should be no video recording, video recording may be allowed but for ordinary tasks, not for the final test because not everyone likes video recording, automatically those who don't like to talk in front of the camera they feel uncomfortable then it happens to shuffle / make video recording carelessly important there is.
- 5) I feel that speaking 3 is not satisfied because the lecturers rarely enter, so even in terms of learning I feel less effective than the same 2 speaking so that makes students feel bored, even though speaking is a subject that many PBI students like.
- 6) No.
- 7) Nothing

Name: Erlenawati Aisyah

E-mail: Erlenaaisyahak1724@gmail.com

SRN: 170102030636

- 1) Very good, because it provides direct experience for conducting job interviews.
- 2) Weaknesses when a student feels nervous then when the test is done the results are not optimal.
- 3) Students can channel their creativity in making videos. And the preparation that is done will be very mature.
- 4) It takes a long time in the manufacturing process.
- 5) I feel satisfied. Because the task is according to the level of difficulty.
- 6) Yes. He provides advice and evaluation for all tasks.
- 7) She gives clear direction.

Name: Dahlia

E-mail: dahliad614@gmail.com

SRN: 170102031328

- 1) We can understand the immediate situation during the interview test, because the place and atmosphere are as similar as possible.
- 2) Not much to rate speaking and vocabulary because that is assessed more body language.
- 3) More time to work on, so it can be maximized in making videos.
- 4) We can read when recording, so our speaking isn't well trained.
- 5) 50/50. He teaches with technique twice a week, making our schedule only enter 2 times before the middle and final. But his learning is fun because the atmosphere is more conducive.
- 6) Yes, the lecturer gives feedback and also information related to our grades. We can understand more about the evaluation we have done. Like things that are wrong in job interviews, etc.
- 7) Yes, very clear. We get directions and complete notices before being given assignments or questions, and in my opinion we will be ready for evaluation.

Name: Helda Anilia

E-mail: heldaanilia2@gmail.com

SRN: 170102030660

- 1) In my opinion there are many advantages from this job interview. First we get to know how the job interview was. Secondly, we get a valuable experience from job interviews, which will one day be used. If we want to apply for a job. Finally, we must be able to control ourselves so that we are not nervous during the interview.
- 2) My difficulty is how to get rid of nervousness during the interview. Because when we are nervous without realizing our bodies will make strange body movements.
- 3) The good thing is we can feel directly what it is like to be a reporter, etc. in the field.
- 4) The difficulty is when gathering a group of friends. In addition, there is a lack of knowledge in the field of IT for video editing.
- 5) I feel satisfied because we practice directly to the field. Not just a theory.
- 6) The benefits we can improve in certain situations. And the interview experience is very valuable for the future.
- 7) He lecturer gives clear direction. Until playing an example video example related to it.

Name: Rizka Anisa

E-mail: Rizkaanisa33@gmail.com

SRN: 170102030839

- 1) Knowing how to answer questions in job interviews.
- 2) The difficulty is because you have to dress exactly like people who want to interview in offices, including clothes and shoes, even though it has nothing to do with Speaking.
- 3) Know the incident directly in the field and experience in reporting the news.

- 4) The difficulty in editing the video material.
- 5) Quite satisfied.
- 6) Yes, the benefits of knowing the flaws and can fix them
- 7) Yes.

Name: Rima Dania

E-mail: rimadania19@gmail.com

SRN: 1702030632

- 1) With the job interview evaluation technique, students are trained for various things to face the actual interview.
- 2) I have difficulty answering questions from the interviewer because I cannot control my answers when dealing with the interviewer. It could be said that I experienced extraordinary nervousness.
- 3) Students are able to learn and as a valuable form of experience to become a newscaster and reporter.
- 4) When in front of the camera it's hard to talk properly.
- 5) Not satisfied. Because the results I get are less than optimal. As a result of not being able to overcome and control the situation.
- 6) Yes. The benefits are felt.
- 7) So many mistakes can be learned so that they do not happen in the future.
- 8) Yes. The lecturer gives an example, displays a video example. Then explain to us and give direction how we should do.

Name: Suaibatul Aslamiyah

E-mail: suaibah.aslamiyah.98@gmail.com

SRN: 170102030668

- 1) The advantage lies in our implementation of students in real life later, so we do learn speaking to improve our skills, but besides that, we also have the provision to face the rigors of the workforce.
- 2) In my opinion, there are no specific weaknesses or deficiencies. It's just that evaluating the ability of skills with job interview techniques does not give us a sensation to learn to improve our speaking skills but rather makes us focus on how the interview procedures, etc. related to the interview.
- 3) The first advantage is definitely teamwork. Because this is a project team which really demands that I don't like the final of this group to work with others. For other advantages, because the current video project is about news coverage, I feel this final is very useful for me because it gives a lot of lessons, even I got a lesson to do video editing from my friend.
- 4) The first difficulty is when taking video and the news that is taken is arguably mainstream. But despite all that, the main difficulty is, when comparing your own video with someone else's video. Because not everyone can do great editing techniques, so there are some groups that have good coverage but lack editing. And some even have poor coverage but all of that is covered with editing and equipment.
- 5) I feel unsatisfied, because in speaking 3, I cannot show my speaking ability freely. Because most activities in speaking 3 only require speak up that is appropriate and based to context or text. I just want to be my self and show my skills.
- 6) The lecturer always gives feedback. What I got was how to improve my skills more and more.
- 7) Definitely yes, the lecturer gives all directions and stimulation very clearly and I understand and understand her explanation.

Name: Rohana

E-mail: Roha.anna99@gmail.com

SRN: 170102030698

- 1) We know questions that we didn't know before. In my opinion the question is very important which one who wants to work in one company he will be more fortunate because he knows question 2.
- 2) Nothing, because after the video record is collected, it is only collected collectively.
- 3) Make all groups can participate in making videos because it all groups indirectly learn in grammar, and speaking.
- 4) Nothing, because after the video record is collected, it is only collected collectively.
- 5) Not satisfied because in my opinion speaking at this time is not maximally because lecturers don't teach often, but some don't even attend lessons.
- 6) No.
- 7) Yes.

Name: Siti Muqodimah

E-mail: sitimuqodimah05@gmail.com

SRN: 170102030704

- 1) ) The advantage is we can know firsthand how to do a job interview and also we can implement it when we apply for a job.
- 2) The difficulty is overcoming nervousness when we immediately practice like people applying for jobs.
- 3) The advantage we become more creative in terms of editing video.
- 4) The difficulty when it comes to uploading to social media and making videos is as creative as possible.
- 5) Feeling satisfied because the evaluation technique used by the lecturer includes two techniques, namely direct and indirect, namely video recording techniques.

- 6) Yes there is. The benefit is that we immediately know where our mistakes lie so that we can immediately correct them.
- 7) Yes, it is up and running properly.

Name: Nor Laila Rahmah Wati

E-mail: lailarahmah321@gmail.com

SRN: 170102030055

- 1) More new vocabulary that comes unexpectedly.
- 2) The lack of vocabulary is a stuttering answer.
- 3) Get a new security and know more about the process of making news that is often watched on tv.
- 4) Too limited knowledge about determining what topics are appropriate. Not specified group topics.
- 5) More comfortable, because it gets more new challenges.
- 6) More to know what deficiencies they have.
- 7) In my opinion there is and goes according to direction.

Name: Kiki Latifah

E-mail: kikilatifah751@gmail.com

SRN: 170102030110

- 1) Useful in the real world.
- 2) There are no difficulties whatsoever.
- 3) Add experience to become a news caster.
- 4) Not effective in speaking skills.
- 5) Not satisfied, because in the speaking course this time I feel we are unable to improve our speaking skills. And the lecturers also use Indonesian more often than using full English in the classroom. It made us very hopeful that the speaking course would really improve our speaking skills, eventually it didn't match our expectations, especially mine.
- 6) Yes. The benefit is that I know more about what I am lacking in that part.
- 7) Yes.

Name: Fitria Hayani Alam

E-mail: fitria.hayani@ymail.com

SRN: 170102030643

- 1) We can implement what we have learned for the actual job interview later and we can also learn how to speak formal English and what body language we have to show to show our professionalism in any scope. Both our work and study.
- 2) Weaknesses, the assessment is not comprehensive in my opinion, because the lecturer only assesses our speaking skills from the job interview, which we only spoke very little at the time. And of course we also felt nervous at the interview. Which then impacted on our interview answers. Maybe the lecturer can look for other approaches to

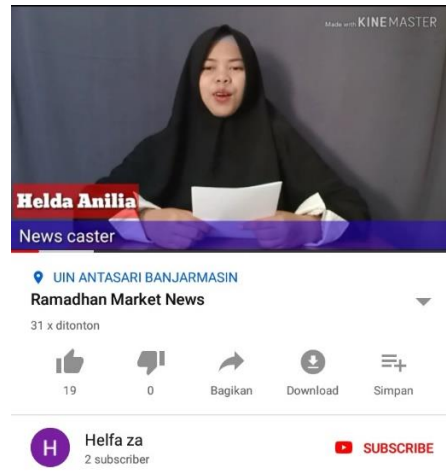


assess our speaking skills.

- 3) Students can prepare dialogue carefully.
- 4) Students have difficulty finding time to record. Students must take video many times. Students are required to be able to edit videos well. Students have trouble finding topics for videos. Overall, I'm annoyed.
- 5) Slightly dissatisfied. Because lecturers who rarely enter and see directly our speaking skills. Hopefully, a speaking lecturer can see each student's speaking skills well.
- 6) Always. Lecturer always give feedback, so we know what our mistakes are in speaking.
- 7) Yes. And it works as it should.



*Appendix 5**Interview Technique – Middle Test**Pemberian Respon/Komentar/Evaluasi Setelah Middle Test*

### *Recorded-Role Play Technique – Final Test*



## Appendix 6

*The letters*

	<b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b> <b>UNIVERSITAS ISLAM NEGERI ANTASARI</b> <b>FAKULTAS TARBIYAH DAN KEGURUAN</b> <b>BIRO SKRIPSI</b> Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492 Email: ftik.antasari@gmail.com Web: www.ftik.lain-antasari.ac.id
	<b>SURAT KETERANGAN</b> Nomor: 407/Un.14/III.1.t/04/2019
Yang bertanda tangan di bawah ini, menerangkan bahwa:	
Nama	: MUHAMMAD JURDAN
N I M	: 1501240556
Jurusan/Prodi	: TBI
Alamat	: Jl. A Yani KM. 9.200 Komplek Bumi Daya Turangga 2 Jalur 1 No. 01 RT. 08 RW.3 Kertak Hanyar Kabupaten Banjar
adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:	
<b>THE TEACHER'S EVALUATION TECHNIQUES ON STUDENTS' SPEAKING ABILITY AT THE FOURTH SEMESTER OF ANTASARI STATE ISLAMIC UNIVERSITY ACADEMIC YEAR 2018/2019</b>	
Pada Hari/Tanggal	: Jumat, 22 Maret 2019
Tempat	: Munaqasyah 2
Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.	
<div style="text-align: right;">           Banjarmasin, 1 April 2019          Ketua          Mahmudani, M.Pd.I          NIP. 198708212015032004       </div>	





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Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

**CATATAN SEMINAR PROPOSAL SKRIPSI**

- |                           |  |
|---------------------------|--|
| 1. Nama Mahasiswa         | : Muhammad Jordan  |
| 2. NIM                    | : 150124056  |
| 3. Program Studi          | : PAI  |
| 4. Judul Proposal Skripsi | : The Teacher's Evaluation Techniques on students speaking ability at the first semester of UIN Antasari A.Y 2018/2019 |
| 5. Dosen Pembimbing       | : Rahmilla Murtiana, S.S., M.A.<br>Fauzannor, M.Pd.  |
| 6. Catatan Hasil Seminar  | :  |

NO	Catatan/saran Penanggap	NO	Catatan/saran Dosen
1.	<del>Def</del> Previous Study must written in Chapter II.	1	No Page number
		2.	Explain in detail (Chapter II : previous study).
		3.	Chapter II : add more theory that related to framework.
		4.	Mention the subject clearly.
		5.	Instrument : revised the Questionnaire related. Classified the question <del>into</del> info 3.
		6.	Citing diperhatikan.
		7.	Referensi ditulis 2000

Banjarmasin, 22 Maret.....2019  
Moderator,

*AP*  
Saidi Imani, M.Pd

Catatan :  
Lembaran seminar ini, diisi oleh moderator



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 Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

Nomor : B-1563/Un.14/III.1.t/04/2019  
 Sifat : Penting  
 Lampiran : 1 (satu) lembar  
 Hal : Riset Dalam Rangka Penyusunan Skripsi

Banjarmasin, 12 April 2019

K e p a d a,

Yth. **Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari**  
**Kota Banjarmasin**  
 di – Banjarmasin

Assalamu'alaikum Warahmatullah Wabarakatuh

Dengan hormat, sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Muhammad Jurdan  
 N I M : 1501240556  
 Jurusan : PBI  
 Fakultas : Tarbiyah dan Keguruan  
 Alamat : Jl.A. Yani KM. 9.200 Komplek Bumi Daya Turangga 2 Jalur 1 No. 01 RT. 08  
 RW. 08 Kertak Hanyar Kabupaten Banjar

Demikian surat ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh

Wakil Dekan Bidang Akademik dan  
 Kelembagaan,



Hidayat Hidayat, M.Ag  
 NIDN 187510232006041003

Tembusan :

1. Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari;
2. Kepala Jurusan Pendidikan Bahasa Inggris UIN Antasari Banjarmasin



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**SURAT RISET**

Nomor: B-1563/Un.14/III.1.1/04/2019

Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : Muhammad Jurdan  
Nomor Induk Mahasiswa : 1501240556  
Semester : VIII (Delapan)  
Alamat : Jl.A. Yani KM. 9.200 Komplek Bumi Daya Turangga  
2 Jalur 1 No. 01 RT. 08 RW. 08 Kertak Hanyar  
Kabupaten Banjar  
Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka  
pengumpulan data untuk penyusunan Skripsi  
Sarjana dengan Judul :

THE TEACHER'S EVALUATION TECHNIQUES ON STUDENTS' SPEAKING ABILITY AT  
THE FOURTH SEMESTER OF ENGLISH DEPARTMENT OF ANTASARI STATE ISLAMIC  
UNIVERSITY ACADEMIC YEAR 2018/2019

Tempat yang dituju : Jurusan Pendidikan Bahasa Inggris UIN Antasari  
Banjarmasin  
Barang yang dibawa : Seperangkat alat riset  
Lamanya Riset : 2 (Dua) bulan  
Dari tanggal : 10 April 2019  
Sampai dengan tanggal : 10 Juni 2019

Demikian Surat Riset ini diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.

Wakil Dekan Bidang Akademik dan  
Kebudayaan,



UIN Hairul Huda, M.Ag  
NIM. 150232006041003

Mahasiswa yang bersangkutan,

Muhammad Jurdan  
NIM. 1501240556



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 Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

**REKOMENDASI**

Nomor: B-1573/Un.14/III.1.1/04/2019

Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin, dengan ini memberikan rekomendasi kepada:

Nama : Muhammad Jurdan  
 Nomor Induk Mahasiswa : 1501240556  
 Jurusan : PBI  
 Semester : VIII (Delapan)  
 Tahun Akademik : 2017/2018  
 Alamat : Jl.A. Yani KM. 9.200 Komplek Bumi Daya Turangga  
 2 Jalur 1 No. 01 RT. 08 RW. 08 Kertak Hanyar  
 Kabupaten Banjar

Untuk melakukan kegiatan penelitian/Riset sebagai tindak lanjut dari penyusunan skripsi yang berjudul: "THE TEACHER'S EVALUATION TECHNIQUES ON STUDENTS' SPEAKING ABILITY AT THE FOURTH SEMESTER OF ENGLISH DEPARTMENT OF ANTASARI STATE ISLAMIC UNIVERSITY ACADEMIC YEAR 2018/2019" pada Jurusan Pendidikan Bahasa Inggris UIN Antasari Banjarmasin sejak tanggal 10 April 2019 sampai dengan 10 Juni 2019.

Demikian Surat Rekomendasi ini diberikan untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 12 April 2019  
 Wakil Dekan Bidang Akademik dan  
 Kelembagaan,




Hidayat M. Ag  
 187510232006041003



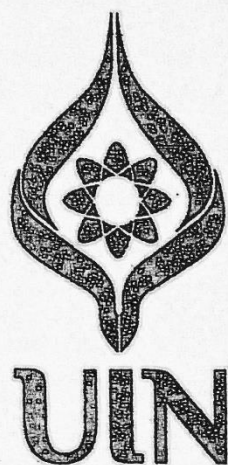
## Appendix 7

## Consultation Form



**BUKU KONSULTASI  
BIMBINGAN SKRIPSI**

NAMA	MUHAMMAD JURDANI
NIM	1501240556
JURUSAN/PROGRAM STUDI	PBI
SEMESTER	VIII
TAHUN	2019
JUDUL	THE TEACHER'S EVALUATION TECH- NIQUES ON STUDENTS' SPEAKING ABILITY AT THE FOURTH SEMESTER OF ENGLISH DEPARTMENT OF UIN AR-RANIRI ACADEMIC YEAR 18/19
DOSEN PEMBIMBING BIDANG KONTEN & METODE PENELITIAN	RAHMILA MURTIANA, SS., MA
DOSEN PEMBIMBING BIDANG BAHASA & TEKNIK PENULISAN	FAURIAH, M. PD



**LEMBAR KONSULTASI**

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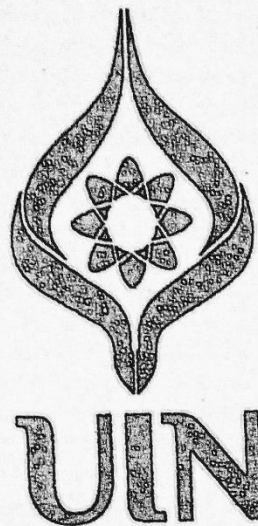
**DOSEN PEMBIMBING**

**BIDANG KONTEN & METODE PENELITIAN**

Bimbingan ke-	Tanggal	Catatan Pembimbing Konten dan Metode Penelitian	Tanda Tangan
1	5/4-19	Add more theories about speaking evaluation technique and previous study	mm
2.	8/4-19	For observation, just use field notes / observation notes. Record if possible	mm
3	17/4-19	Revise the conclusion. It should summarize the main points / the same number with objective of study or problem statements	mm
4.	30/4-19	Revise conclusion and abstract	mm
5	11/5-19	Revise discussion and conclusion no. 1 (Add Thornbury about recorded monolog and role play)	mm

Bimbingan ke-	Tanggal	Catatan Pembimbing Konten dan Metode Penelitian	Tanda Tangan
	13/9-19	ace	Mile





**LEMBAR KONSULTASI**  
**DOSEN PEMBIMBING**  
**BIDANG BAHASA & TEKNIK PENULISAN**



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 Email: ftk.anasari@gmail.com Web: w ww.ftk.uin-antasari.ac.id

#### LEMBAR BIMBINGAN THESIS

Nama : Muhammad Jurdan  
 NIM : 1501240556  
 No. Telp : 085255532553  
 Email : mhmdjrdn96@gmail.com  
 Judul Thesis : The Teacher's Evaluation Techniques On Students' Speaking Ability At The Fourth Semester Of English Department Of Antasari State Islamic University Academic Year 2018/2019  
 Dosen Pembimbing Akademik : RUSNADI, S.PD.I.,M.PD.I.,M.A  
 Dosen Pembimbing Thesis 1 : RAHMILA MURTIANA, M.A  
 Dosen Pembimbing Thesis 2 : FAJRIANOR, M.PD  
 Bimbingan ke : 1  
 Berkas Thesis : <https://drive.google.com/open?id=1-rXIANFH8Cw89X4XRGH9ksUYTDMc1Yy2>  
 Catatan Bimbingan : Bahasa dan Penulisan

- Ikuti template yang sudah bapak sediakan
- See again thesis guide or just follow my template
- Bagian 1, a, dan 1) buat menyorong ke dalam, semakin spesifik topik maka semakin ke dalam indentasinya, kecuali untuk A style. So, rapikan lagi sampai akhir bab 1 dlu
- Dont assign any style for this verse, change to normal style
- Nanggung, gantung, tambah paragraph atau kurangi

Banjarmasin, 04 August, 2019 10:58 pm

Pembimbing

Fajrianor, M.Pd

\*Wajib dibawa saat bimbingan langsung

\*Catat hasil konsultasi dan minta tanda tangan pembimbing



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 Telepon (0511) 3253939 Faksimile (0511) 3274492  
 Email: ftk.anasari@gmail.com Web: www.ftk.uin-antasari.ac.id


#### LEMBAR BIMBINGAN THESIS

Nama : Muhammad Jurdan  
 NIM : 1501240556  
 No. Telp : 085255532553  
 Email : mhmdjrdn96@gmail.com  
 Judul Thesis : The Teacher's Evaluation Techniques On Students' Speaking Ability At The Fourth Semester Of English Department Of Antasari State Islamic University Academic Year 2018/2019  
 Dosen Pembimbing Akademik : RUSNADI, S.PD.I.,M.PD.I.,M.A  
 Dosen Pembimbing Thesis 1 : RAHMILA MURTIANA, M.A  
 Dosen Pembimbing Thesis 2 : FAJRIANOR, M.PD  
 Bimbingan ke : 2  
 Berkas Thesis : <https://drive.google.com/open?id=16NPX5R3gO7VOBjJf-RnyVKZ6RDpYFW4o>  
 Catatan Bimbingan : Bahasa dan Penulisan

- Try to separate between evaluation and technique
- Please put a paragraph after this point
- Put to appropriate style for this point, and delete "general word"
- Susun per paragraph saja, tidak perlu per point seperti ini

Banjarmasin, 04 Sep.2019 02:16 pm

Pembimbing

  
 Fajrianor, M.Pd

\*Wajib dibawa saat bimbingan langsung

\*Catat hasil konsultasi dan minta tanda tangan pembimbing



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 Telepon (0511) 3253939 Faksimile (0511) 3274492  
 Email: ftk.anasari@gmail.com Web: www.ftk.uin-antasari.ac.id

#### LEMBAR BIMBINGAN THESIS

Nama : Muhammad Jurdan  
 NIM : 1501240556  
 No. Telp : 085255532553  
 Email : mhmmjdjrdn96@gmail.com  
 Judul Thesis : The Teacher's Evaluation Techniques On Students' Speaking Ability At The Fourth Semester Of English Department Of Antasari State Islamic University Academic Year 2018/2019  
 Dosen Pembimbing Akademik : RUSNADI, S.PD.I., M.PD.I., M.A  
 Dosen Pembimbing Thesis 1 : RAHMILA MURTIANA, M.A  
 Dosen Pembimbing Thesis 2 : FAJRANOR, M.PD  
 Bimbingan ke : 3  
 Berkas Thesis : <https://drive.google.com/open?id=1x1lmt9pcFj2Z4iX21glQIRN3-A E33OCZ>  
 Catatan Bimbingan : Bahasa dan Penulisan

- Change kind of explanation to paragraph
- Rapikan paragraf-paragraf berikutnya seperti ini
- Make all of the citation from the first chapter to the last chapter automatically

Banjarmasin, 14 Sep, 2019 05:20 pm

Pembimbing

Fajranor, M.Pd

\*Wajib dibawa saat bimbingan langsung

\*Catat hasil konsultasi dan minta tanda tangan pembimbing





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 Email: ftk.anasari@gmail.com Web: w www.ftk.uin-antasari.ac.id

#### LEMBAR BIMBINGAN THESIS

Nama : Muhammad Jurdan  
 NIM : 1501240556  
 No. Telp : 085255532553  
 Email : mhmdjrdn96@gmail.com  
 Judul Thesis : The Teacher's Evaluation Techniques On Students' Speaking Ability At The Fourth Semester Of English Department Of Antasari State Islamic University Academic Year 2018/2019

Dosen Pembimbing Akademik : RUSNADI, S.PD.I.,M.PD.I.,M.A  
 Dosen Pembimbing Thesis 1 : RAHMILA MURTIANA, M.A  
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 Berkas Thesis : <https://drive.google.com/open?id=1N94tyZfhFx7wMPpi6EgZAlbzx r6RU2B9>  
 Catatan Bimbingan : Bahasa dan Penulisan

- Find one more concept for key word
- Recommendation? Sure?
- Put the year after authors. Move from the last paragraph.
- Lengkapi part pembuka sebelum chapter 1 dan semua lampiran

Banjarmasin, 21 Sep,2019 04:24 pm

Pembimbing

Fajrianor, M.Pd

\*Wajib dibawa saat bimbingan langsung

\*Catat hasil konsultasi dan minta tanda tangan pembimbing

## CURRICULUM VITAE

### I. Personal Details

Name	: Muhammad Jurdan	
Place and Date of Birth	: Cemara Labat, June 9 <sup>th</sup> , 1996	
Gender	: Male	
Marital Status	: Single	
Religion	: Islam	
Nationality	: Indonesia	
Parents	: Sarbaini, S.Pd.I	
Siblings	: Aida, S.Pd.I	

### II. Formal Educational Background

2003	- 2009	: State Elementary School of Cemara Labat	
2009	- 2012	: Islamic Junior High School of Da'wah Islamiyah	
2012	- 2015	: Islamic Senior High School of Da'wah Islamiyah	
2015	- 2019	: English Education Department of Antasari State Islamic University	

### III. Organization Experience

2017 – 2018	: Musyrif of Ma'had Al-Jami'ah UIN Antasari Banjarmasin	
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