

## ABSTRACT

**Muhammad Jurdan.** 2019. The Teacher Evaluation Techniques on Students' Speaking Ability at the Fourth Semester of English Department of Antasari State Islamic University Academic Year 2018/2019. Thesis. English Language Education, Tarbiyah Faculty, Advisor: (I) Rahmila Murtiana, SS, MA (II) Fajrianor, M.Pd.

**Keywords:** Evaluation Technique, Speaking Ability, English Teacher, English Students.

In teaching and learning process, evaluation is one of the most important things in order to find out students' knowledges and skills development. This study discussed about the techniques in evaluating students' speaking abilities. The purpose of this study was to determine the evaluation techniques used by English teacher in evaluating students' speaking abilities and also to find out more about the advantages and disadvantages of the techniques. The reason the researcher conducted this study was to deepen and develop knowledge in terms of evaluating student abilities, especially in speaking skills.

This study used descriptive qualitative methods. The subjects of this study were English teacher and 4th semester students of the English department of Antasari State Islamic University Banjarmasin. The object of this research is The Teacher Evaluation Techniques on Students' Speaking Ability at the Fourth Semester of English Department of Antasari Academic Year 2018/2019. For technical data collection, the researcher used observation, interviews and questionnaires. To process the data in the research, it is divided into three stages, namely: editing, classification and data interpretation.

The findings of this study state that teacher used evaluation techniques by interviewing students and made an activities simulation like a real job interviews in the middle test. In the final test, the teacher used recorded-role play techniques by simulating it like a real news report.

From the two techniques each has advantages. Interview technique has advantages such as: the teacher is able to assess students' abilities more directly, and as their first experience to face the real job interview. Recorded-role play has advantages such as: teamwork, more creative, more confident students, save time and more time to prepare. Besides the advantages, the two techniques also have disadvantages. Interviews have disadvantages such as: limited time, students' excessive nervousness, students felt difficult to dress as neatly and make curriculum vitae and also application letters. Recorded-role play has disadvantages such as: less of explanation and direction, bad editing, difficulties in choosing the theme of the video, and dividing the portion of work assignments in making the video.