

**Appendix II**  
**Observation Guidelines**

Date :

Class :

No.	Criterion	Yes	No	Observations
1.	The lecturer implemented some types of authentic assessment.			
2.	The lecturer implemented three aspects in the authentic assessment that are attitude, knowledge, and skill.			
3.	Use relevant real world examples.			
4.	Require an application of learned concepts.			
5.	Students construct knowledge based on their own experience with the new information they receive.			
6.	Integrating teaching, learning, and assessment.			
7.	Direct measures of learning skill through demonstration or performance.			
8.	Involve multiple roles and perspectives.			
9.	The assessment provides multiple paths to demonstration.			

### Appendix III

#### Observation Result

##### Observation Guidelines

Date : Tuesday, 19 October 2021

Class : D (08.15-10.00)

No.	Criterion	Yes	No	Observations
1.	The lecturer implemented some types of authentic assessment.	✓		Performance, presentation observation
2.	The lecturer implemented three aspects in the authentic assessment that are attitude, knowledge, and skill.	✓		attitude - manner, perception knowledge - content skill - performance
3.	Use relevant real world examples.	✓		out of school topic - benefit of sunscreen
4.	Require an application of learned concepts.	✓		technique of opening and closing presentation
5.	Students construct knowledge based on their own experience with the new information they receive.	✓		Students' interest and searching supporting materials from any sources
6.	Integrating teaching, learning, and assessment.	✓		the lecturer determined students' strength and weakness and feedback
7.	Direct measures of learning skill through demonstration or performance.	✓		google meet
8.	Involve multiple roles and perspectives.	✓		decision making
9.	The assessment provides multiple paths to demonstration.	✓		decision making

## Observation Guidelines

Date : Tuesday, 19 October 2021

Class : B (10.00 - 12.00)

No.	Criterion	Yes	No	Observations
1.	The lecturer implemented some types of authentic assessment.	✓		Performance, presentation observation
2.	The lecturer implemented three aspects in the authentic assessment that are attitude, knowledge, and skill.	✓		attitude - manner, perception Knowledge - content Skill - ability to perform
3.	Use relevant real world examples.	✓		out of school topic - mobile legend
4.	Require an application of learned concepts.	✓		technique of opening and closing presentation
5.	Students construct knowledge based on their own experience with the new information they receive.	✓		students' interest, searching supporting materials from other sources
6.	Integrating teaching, learning, and assessment.	✓		the lecturer determined students' learning progress and difficulties and feedback
7.	Direct measures of learning skill through demonstration or performance.	✓		google meet
8.	Involve multiple roles and perspectives.	✓		decision making of students
9.	The assessment provides multiple paths to demonstration.	✓		decision making

## Observation Guidelines

Date : Wednesday, 20 October 2021

Class : C (08.15-10.00)

No.	Criterion	Yes	No	Observations
1.	The lecturer implemented some types of authentic assessment.	✓		Performance - presentation Observation
2.	The lecturer implemented three aspects in the authentic assessment that are attitude, knowledge, and skill.	✓		Attitude - manner, perception Knowledge - content Skill - performance
3.	Use relevant real world examples.	✓		Out of school topic - body insecurities
4.	Require an application of learned concepts.	✓		technique of opening and closing presentation
5.	Students construct knowledge based on their own experience with the new information they receive.	✓		based on students' interest, supporting materials from any sources
6.	Integrating teaching, learning, and assessment.	✓		the lecturer determined learning progress and difficulties, feedback
7.	Direct measures of learning skill through demonstration or performance.	✓		Google meet
8.	Involve multiple roles and perspectives.	✓		decision making of students
9.	The assessment provides multiple paths to demonstration.	✓		decision making

## Observation Guidelines

Date : Wednesday, 20 October 2021

Class : A (10.00 - 12.00)

No.	Criterion	Yes	No	Observations
1.	The lecturer implemented some types of authentic assessment.	✓		Performance - presentation Observation
2.	The lecturer implemented three aspects in the authentic assessment that are attitude, knowledge, and skill.	✓		Attitude - manner, perception Knowledge - content Skill - ability to perform
3.	Use relevant real world examples.	✓		Not only about problems in school - plastic bags
4.	Require an application of learned concepts.	✓		<del>the</del> technique of opening and closing presentation
5.	Students construct knowledge based on their own experience with the new information they receive.	✓		Student's interest, searching information in only sources
6.	Integrating teaching, learning, and assessment.	✓		the lecturer determined progress and learning difficulties, giving feedback
7.	Direct measures of learning skill through demonstration or performance.	✓		Virtually, google meet
8.	Involve multiple roles and perspectives.	✓		Students have decision making
9.	The assessment provides multiple paths to demonstration.	✓		decision making

**Appendix IV**  
**Interview Guidelines**

1. Can you tell me the types of assessment that you use for middle test and final test and why do you choose them?
2. Can you tell me the assessment tools and how the implementation is?
3. Are all the four classes of Public Speaking course given the same assessment activities?
4. What aspects that are scored in middle test and final test?
5. How do you engage your students to have real world or social concepts or to reach the 'public' context in the assessment for Public Speaking class?
6. Are there any benefits and obstacles when you doing online assessment?

## **Appendix V**

### **Interview Result**

[19/11/2021 10.09 AM] della: 1. Can you tell me the types of assessment that you use for middle test and final test and why do you choose them?

2. Can you tell me the assessment tools and how the implementation is?

3. Are all the four classes of Public Speaking course given the same assessment activities?

4. What aspects that are scored for middle test and final test?

5. How do you engage your students to have real world or social concepts or to reach the 'public' context in the assessment for Public Speaking class?

6. Are there any benefits and obstacles when you doing online assessment?

[27/11/2021 10.38 AM] Ibuw Linda: No.1 and 2. The type of assessment I used for middle and final test was performance assessment in a kind of individual presentation and podcast. Before conducting the performance, students made an outline of the content of their presentation and podcast which was taken from some sources. Performance assessment was chosen because it was appropriate to be applied in assessing Public Speaking during the remote learning. I used Google Meet for the middle test, so I could assess directly their speech and for the final test, I asked them to create a podcast by using one of application, Anchor.fm, then, they upload in Youtube or Spotify.

[27/11/2021 10.38 AM] Ibuw Linda: No. 3, Definetely yes

[27/11/2021 10.39 AM] Ibuw Linda: No.4 see the rubric score

[27/11/2021 10.44 AM] Ibuw Linda: No. 6 Benefits: Save the time and it can be assessed quickly because I have prepared the rubric. Obstacle: Sometimes unstable connection made the speech delay and must be replied.

[27/11/2021 10.47 AM] Ibuw Linda: No.5 I will give feedback after they present their presentation, so, they know the points that should be repaired and the aspects on public speaking that they should be improved.



**Appendix VI**  
**Document Guidelines**

1. Scoring rubric sheets made by the lecturer for middle test and final test.

## Appendix VII Document Result

<b>ORAL PRESENTATION SCORING RUBRIC</b>		<b>PRESENTER:</b> _____	
<b>CRITERIA</b>		<b>PROJECT:</b> _____	
<b>WEIGHT</b>	<b>UNSATISFACTORY (Below Performance Standards)</b>	<b>EVALUATOR:</b> _____	
<b>ADVANCED (Demonstrates Exceptional Performance)</b>	<b>PROFICIENT (Minimal Criteria)</b>	<b>DATE:</b> _____	
<b>Structure and Organization</b> Introduction Main ideas Supporting materials Conclusion Length requirement  <b>TIME:</b>	<ul style="list-style-type: none"> <li>No formal introduction or introduction had no clear thesis statement nor offered any preview of topics to be discussed</li> <li>Main ideas were not separated into a logical progression</li> <li>Important ideas were not supported with references or data</li> <li>No conclusion or conclusion did not adequately summarize presentation</li> <li>Presentation did not use time allowed</li> </ul> <p style="text-align: right;">0 ..... 10 ..... 20</p>	<ul style="list-style-type: none"> <li>Introduction had clear thesis statement and a preview of topics to be discussed</li> <li>Main ideas were separated into a logical progression</li> <li>Speaker supported important ideas and viewpoints through accurate and detailed references to text or other works</li> <li>Conclusion restated thesis statement and summarized the ideas presented</li> <li>Time requirement was met for specific assignment (whether too long or too short)</li> </ul> <p style="text-align: right;">21 ..... 24 ..... 25</p>	<ul style="list-style-type: none"> <li>In addition to meeting the PROFICIENT criteria...</li> <li>Clear attention getting introduction or an imaginative thesis and preview</li> <li>Ideas connected by original transitions, logical throughout, crisp and pithy</li> <li>Conclusion tied speech together and left audience with memorable message</li> <li>Speaker used logical, ethical and emotional appeals that enhanced a specific, clear and purpose</li> </ul> <p style="text-align: right;">27 ..... 28 ..... 30</p>
<b>Vocal Expression</b> Rate and Volume of Speech Pitch, Articulation and Pronunciation	<ul style="list-style-type: none"> <li>Speaker was hard to hear or understand</li> <li>Voice or tone distracted from purpose of presentation</li> <li>Excessive use of verbal fillers</li> </ul> <p style="text-align: right;">0 ..... 6 ..... 12</p>	<ul style="list-style-type: none"> <li>Speaker was easy to hear and understand</li> <li>Tone was conversational, but with purpose</li> <li>Voice sounded natural, neither pitched nor monotone</li> <li>Speaker pronounced words clearly, correctly and without verbal fillers</li> </ul> <p style="text-align: right;">14 ..... 15 ..... 17</p>	<ul style="list-style-type: none"> <li>In addition to meeting the PROFICIENT criteria...</li> <li>Speaker was enjoyable to hear, used expression and emphasis</li> <li>Speaker used voice to create an emotional response in audience</li> </ul> <p style="text-align: right;">18 ..... 19 ..... 20</p>
<b>Physical Characteristics</b> Eye Contact, Posture, Gestures, Movement, Active	<ul style="list-style-type: none"> <li>Little eye contact with audience</li> <li>Poor or slouchy posture</li> <li>Movements were stiff or unnatural</li> <li>Active was inappropriate for audience</li> </ul> <p style="text-align: right;">0 ..... 5 ..... 8</p>	<ul style="list-style-type: none"> <li>Strong eye contact with entire audience</li> <li>Posture conveyed confidence</li> <li>Gestures and movements were natural and effective</li> <li>Active was appropriate for audience and purpose</li> </ul> <p style="text-align: right;">9 ..... 11 ..... 12</p>	<ul style="list-style-type: none"> <li>In addition to meeting the PROFICIENT criteria...</li> <li>Posture was commanding and purposeful</li> <li>Active was chosen to enhance presentation</li> </ul> <p style="text-align: right;">13 ..... 14 ..... 15</p>
<b>Appropriateness of Content and Language</b> For audience, purpose, and assignment	<ul style="list-style-type: none"> <li>Speaker used inappropriate language, content or examples for this audience</li> <li>Speaker did not demonstrate a clear understanding of the assignment or purpose of presentation</li> </ul> <p style="text-align: right;">0 ..... 5 ..... 8</p>	<ul style="list-style-type: none"> <li>Speaker obviously considered the audience and used appropriate language and examples</li> <li>Speaker displayed a clear understanding of assignment requirements and content</li> <li>Speaker understood purpose of presentation</li> </ul> <p style="text-align: right;">9 ..... 11 ..... 12</p>	<ul style="list-style-type: none"> <li>In addition to meeting the PROFICIENT criteria...</li> <li>Examples and words were creative and well chosen for target audience</li> </ul> <p style="text-align: right;">13 ..... 14 ..... 15</p>
<b>Overall Impact</b> Energy, Enthusiasm, Sincerity Originality, Creativity	<ul style="list-style-type: none"> <li>Speaker appeared bored by the message or presented without conviction</li> </ul> <p style="text-align: right;">0 ..... 3 ..... 6</p>	<ul style="list-style-type: none"> <li>Speaker appeared to believe strongly in message and demonstrated desire to have audience listen, understand and remember</li> </ul> <p style="text-align: right;">7 ..... 8 ..... 9</p>	<ul style="list-style-type: none"> <li>In addition to meeting the PROFICIENT criteria...</li> <li>Overall presentation was creative and exciting</li> </ul> <p style="text-align: right;">9 ..... 10</p>

### Podcast Rubric

Category	Exemplary	Proficient	Partially Proficient	Unsatisfactory	Points
<b>Introduction</b>	<b>9 Points</b> Catchy and clever introduction. Provides relevant information and establishes a clear purpose engaging the listener immediately.	<b>6 Points</b> Describes the topic and engages the audience as the introduction proceeds.	<b>3 Points</b> Somewhat engaging (covers well-known topic), and provides a vague purpose.	<b>1 Point</b> Irrelevant or inappropriate topic that minimally engages listener. Does not include an introduction or the purpose is vague and unclear.	— /9
	Tells who is speaking, date the podcast was produced, and where the speaker is located.	Tells most of the following: who is speaking, date of the podcast, and location of speaker.	Alludes to who is speaking, date of the podcast, and location of speaker.	Speaker is not identified. No production date or location of the speaker is provided.	
<b>Content</b>	<b>9 Points</b> Creativity and original content enhance the purpose of the podcast in an innovative way. Accurate information and succinct concepts are presented.	<b>6 Points</b> Accurate information is provided succinctly.	<b>3 Points</b> Some information is inaccurate or long-winded.	<b>1 Point</b> Information is inaccurate.	— /9
	Vocabulary enhances content.	Vocabulary is appropriate.	Vocabulary is adequate.	Vocabulary is inappropriate for the audience.	
	Includes a	Includes	Includes	Includes no	


	wide variety of appropriate, well-researched and informative sources and has well-edited quotes from “expert” sources. Quotes and sources of information are credited appropriately.	appropriate and informative quotes from “expert” sources. Source quotes are credited appropriately.	some variety of informative quotes from some “expert” sources. Source quotes need some editing and some credits are missing.	source quotes.	
	Keeps focus on the topic.	Stays on the topic.	Occasionally strays from the topic.	Does not stay on topic.	
<b>Delivery</b>	<b>9 Points</b>	<b>6 Points</b>	<b>3 Points</b>	<b>1 Point</b>	<hr/> _9
	Well rehearsed, smooth delivery in a conversational style.	Rehearsed, smooth delivery.	Appears unrehearsed with uneven delivery.	Delivery is hesitant, and choppy and sounds like the presenter is reading.	
	Highly effective enunciation, expression, and rhythm keep the audience listening.	Enunciation, expression, pacing are effective.	Enunciation, expression, rhythm are sometimes distracting.	Enunciation of spoken word is not clearly understandable or expression, and rhythm are distracting throughout the podcast.	
	Correct grammar is used throughout the podcast.	Correct grammar is used during the podcast.	Occasionally incorrect grammar is used during the podcast.	Poor grammar is used throughout the podcast.	
<b>Graphic</b>	<b>6 Points</b>	<b>4 Points</b>	<b>2 Points</b>	<b>1 Point</b>	<hr/> _

<b>and Music Enhancements</b>	The graphics/artwork used (if any) create a unique and effective presentation and enhance what is being said in the podcast and follow the rules for quality graphic design.	The graphics/artwork (if used) relate to the audio and reinforce content and demonstrate functionality.	The graphics/artwork (if used) sometimes enhance the quality and understanding of the presentation.	The graphics are unrelated to the podcast. Artwork is inappropriate to podcast.	<u>6</u>
	Music enhances the mood, quality, and understanding of the presentation.	Music provides supportive background to the podcast.	Music provides somewhat distracting background to the podcast.	Music is distracting to presentation.	
	All graphic and music enhancements are owned by the creator of the podcast or copyright cleared with appropriate documentation.	Graphic and music enhancements are owned by the creator of the podcast or copyright cleared.	Use of copyrighted works is questionable.	Copyright infringement is obvious.	
<b>Technical Production</b>	<b>7 Points</b>	<b>4 Points</b>	<b>2 Points</b>	<b>1 Point</b>	<u>7</u>
	Transitions are smooth and spaced correctly without noisy, dead space.	Transitions are smooth with a minimal amount of ambient noise.	Transitions are uneven with inconsistent spacing; ambient noise is present.	Transitions are abrupt and background noise needs to be filtered.	
	Volume of voice, music,	Volume is acceptable.	Volume is occasionally	Volume changes are	

	and effects enhance the presentation.		inconsistent.	highly distracting.	
	Podcast length keeps the audience interested and engaged.	Podcast length keeps audience listening.	Podcast length is somewhat long or somewhat short to keep audience engaged.	Podcast is either too long or too short to keep the audience engaged.	
	Podcast linked from a site that included descriptive subject tags.	Podcast contained subject tags.	Podcast contains limited subject tags.	Podcast has no subject tags and difficult to locate online.	
	Podcast occurs as part of a regularly scheduled series.	Podcast occurs as part of a series.	Podcast occurs randomly.	Podcast occurs as a one-time event.	
<b>Total Points</b>					<hr style="width: 10px; margin: 0 auto;"/> <b>0</b> / <b>4</b>

## Appendix VIII

### Consultation Forms



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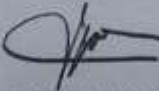
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**CATATAN SEMINAR PROPOSAL SKRIPSI**

1. Nama Mahasiswa : Della Novitasari  
 2. NIM : 180101030465  
 3. Program Studi : Tadris Bahasa Inggris  
 4. Judul Proposal Skripsi : Authenticity of Assessment for Public Speaking Class  
 5. Dosen Pembimbing : 1. Hj. Nani Hizriani, MA  
 2. Fagrianor, S.Pd., M.Pd.

6. Catatan Hasil Seminar

No	Catatan/Saran Penanggap	No	Catatan/Saran Dosen
1.	Definition of key terms for 'public speaking' is too general. I think you better just define 'public speaking class'. Explain when will you do the research and make a plan if next semester will be held offline.	1.	No need to put 'online' word in your title.
2.	Explain in chapter 3 whether or not you will observe all public speaking classes and the reason why you choose this class.	2.	Consider the theory to answer research question number 3.
3.	Explain in chapter 3 how many lecturers do you observe and is it enough to prove authenticity.	3.	Research instrument (guideline) need to be revised. Add pre, while, and after assessment and should be built from the theory you used.
		4.	Be consistent on your writing especially chapter 3.
		5.	Add theory describing types of assessment for online learning.

Banjarmasin, 11 Juni 2021  
 Moderator,  
  
**Rifay Rujani, M.Pd.**



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**LEMBAR BIMBINGAN THESIS**

Nama : Della Novitasari  
NIM : 180101030465  
No. Telp : 082198511797  
Email : [dnovitasari278@gmail.com](mailto:dnovitasari278@gmail.com)  
Judul Thesis : Authenticity of Assessment for Public Speaking Class

Dosen Pembimbing Akademik : DR. RIDHA FADILAH, M.ED  
Dosen Pembimbing Thesis 1 : NANI HIZRIANI, M.A  
Dosen Pembimbing Thesis 2 : FAJRANOR, M.PD  
Bimbingan ke : 1  
Berkas Thesis :

Catatan Bimbingan :

- In general your chapter 1-3 are fine. You can start finding your data. You just need to be more specific with your observation sheet. It is better you provide some statements (steps/procedures in implementing authentic assessment), so you just tick with yes or no.

Benjarmasin, 15 Nov, 2021 07:33 am

Pembimbing

Hj. Nani Hizriani, M.A

\*Wajib dibawa saat bimbingan langsung

\*Catat hasil konsultasi dan minta tanda tangan pembimbing





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 Dosen Pembimbing Thesis 1 : NANI HIZRIANI, M.A  
 Dosen Pembimbing Thesis 2 : FAJRANOR, M.PD  
 Bimbingan ke : 2  
 Berkas Thesis :

Catatan Bimbingan :

- In chapter 4, you should divide your finding and discussion based on the objectives of your research.
- The answers should be based on the theory in chapter 2.
- It is not really significant when you just find one from 5 types of authentic assessment.
- What about 'observation', did the lecturer observe students' performance? Is it possible to include this type?
- You also need to explain specifically by giving the evidence or the examples, how do the performance look like.

Banjarmasin, 9 Maret, 2022 08:55 am

Pembimbing

Hj. Nani Hizriani, M.A

\*Wajib dibawa saat bimbingan langsung

\*Catat hasil konsultasi dan minta tanda tangan pembimbing



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Dosen Pembimbing Akademik : DR. RIDHA FADILAH, M.ED  
Dosen Pembimbing Thesis 1 : NANI HIZRIANI, M.A  
Dosen Pembimbing Thesis 2 : FAJRIANOR, M.PD  
Bimbingan ke : 3  
Berkas Thesis :

Catatan Bimbingan :

- In general, your thesis is fine, it has answered all the research questions. The conclusions are also clear. You just need to have a few improvements in your finding especially from research question number 3.
- In your finding, you need to describe how the lecturer has high level of authenticity for her assessment. It seems still theoretical for me.

Banjarmasin, 18 April, 2022 09:28 am

Pembimbing

Hj. Nani Hizriani, M.A.

\*Wajib dibawa saat bimbingan langsung

\*Catat hasil konsultasi dan minta tanda tangan pembimbing



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Dosen Pembimbing Thesis 1 : NANI HIZRIANI, M.A  
Dosen Pembimbing Thesis 2 : FAJRIANOR, M.PD  
Bimbingan ke : 1. Cover - Chapter 1  
Berkas Thesis :

Catatan Bimbingan :

- Buat menjadi automatic citation, lihat caranya di grup kita.

Banjarmasin, 13 Nov,2021 08:27 am

Pembimbing

Fajrianor, M.Pd

\*Wajib dibawa saat bimbingan langsung

\*Catat hasil konsultasi dan minta tanda tangan pembimbing



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 Dosen Pembimbing Thesis 1 : NANI HIZRIANI, M.A  
 Dosen Pembimbing Thesis 2 : FAJRANOR, M.PD  
 Bimbingan ke : 2. Chapter 2  
 Berkas Thesis :

Catatan Bimbingan :

- Tambah alasan kenapa memilih participants, prepare alasan yang teoritis, misal karena background pendidikan, pengalaman, kesesuaian dengan mata kuliah yang ditawarkan, dll.

Banjarmasin, 17 Nov,2021 09:17 pm

Pembimbing

Fajrianor, M.Pd

\*Wajib dibawa saat bimbingan langsung

\*Catat hasil konsultasi dan minta tanda tangan pembimbing



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**LEMBAR BIMBINGAN THESIS**

Nama : Della Novitasari  
NIM : 180101030465  
No. Telp : 082198511797  
Email : [dnovitasari278@gmail.com](mailto:dnovitasari278@gmail.com)  
Judul Thesis : Authenticity of Assessment for Public Speaking Class

Dosen Pembimbing Akademik : DR. RIDHA FADILAH, M.ED  
Dosen Pembimbing Thesis 1 : NANI HIZRIANI, M.A  
Dosen Pembimbing Thesis 2 : FAJRANOR, M.PD  
Bimbingan ke : 4. Chapter 4  
Berkas Thesis :

Catatan Bimbingan :

- NIP diganti NUP.
- Abstract jangan lebih dari 250 kata, bagi menjadi 3 paragraph: purpose, method, dan finding.
- Tambahkan info kapan data diambil di bagian findings.
- Besides diganti dengan beside.

Banjarmasin, 04 Mar, 2022 08:06 pm

Pembimbing

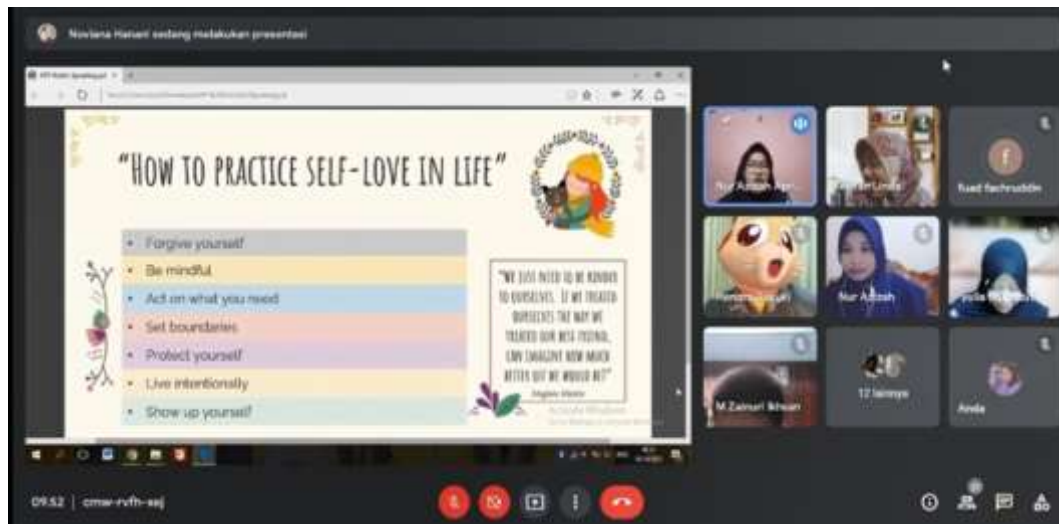
Fajrianor, M.Pd

\*Wajib dibawa saat bimbingan langsung

\*Catat hasil konsultasi dan minta tanda tangan pembimbing

## Appendix IX

### Research Documentation



Podcast- Let's think, but don't overdo it! ▾

14 x ditonton · 6 bln lalu



3



Tidak suka



Bagikan



Buat



Down



Salsabilla Yunita

8 subscriber

Komentar ▾



Tambahkan komentar...

## Appendix X

### Official Letters

	<p><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  <b>Telepon (0511) 3253939 Faksimile (0511) 3274492</b>          Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id</p>
<p><b><u>SURAT KETERANGAN</u></b></p>	
<p>Nomor: 760Un.14/III.1.t/pp.00.9/06/2021</p>	
<p>Yang bertanda tangan di bawah ini, menerangkan bahwa:</p>	
Nama	: Della Novitasari
N I M	: 180101030465
Jurusan/Prodi	: TBI
Alamat	: Jalan Padat Karya Permai, Gang.Trisula, No.36 RT 20 RW 06 Kel. Ketapang, Kec. Mentawa Baru Ketapang, Kab. Kotawaringin Timur, Kalimantan Tengah, Sampit 74325
<p>adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:</p>	
<p><b>AUTHENTICITY OF ONLINE ASSESSMENT FOR PUBLIC SPEAKING CLASS</b></p>	
Pada Hari/Tanggal	: Jumat, 11 Juni 2021
Tempat	: Google Meet
<p>Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.</p>	
<p>Banjarmasin, 17 Juni 2021 Ketua,</p>	
<p> Mahmudah, M.Pd.I NIP. 198708212015032004</p>	



**KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN  
UIN ANTASARI BANJARMASIN  
NOMOR 112 TAHUN 2021  
TENTANG  
PENETAPAN DOSEN PEMBIMBING SKRIPSI SEMESTER GENAP  
TAHUN AKADEMIK 2020/2021**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN ANTASARI,**

- Menimbang** : a. bahwa untuk kelancaran mahasiswa Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin membuat skripsi, maka perlu menetapkan Dosen-Dosen Fakultas Tarbiyah dan Keguruan untuk menjadi pembimbing;
- b. bahwa nama-nama sebagaimana tersebut dalam Surat Keputusan ini dipandang mampu dan cakap untuk ditetapkan sebagai Dosen Pembimbing Skripsi dimaksud.
- Mengingat** : 1. Undang-Undang RI No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Peraturan Presiden RI Nomor 36 Tahun 2017 tanggal 3 April 2017 tentang Universitas Islam Negeri Antasari Banjarmasin;
3. Peraturan Pemerintah No. 60 Tahun 1999 tentang Pendidikan Tinggi;
4. Surat Keputusan Menteri Agama No. 30 Tahun 2017 tentang Organisasi dan Tata Kerja UIN Antasari;
5. Surat Keputusan Menteri Agama No. 36 Tahun 2017 tentang Statuta UIN Antasari Banjarmasin;
6. Keputusan Rektor IAIN No. 217A Tahun 2012 tentang Perubahan atas Keputusan Rektor No. 72 Tahun 2007 tentang Pedoman Penulisan Skripsi Program Strata Satu (S-1) IAIN Antasari Banjarmasin.
- Memperhatikan** : Usul Ketua Jurusan TBI Tanggal 2 Juni 2021
- MEMUTUSKAN:**
- Menetapkan** : **KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN ANTASARI TENTANG PENETAPAN DOSEN PEMBIMBING SKRIPSI MAHASISWA SEMESTER GENAP TAHUN AKADEMIK 2020/2021**
- Pertama** : Menunjuk dan menugaskan kepada:
1. Nama : Hj. Nani Hizriani, MA.  
NIP/NUP : 197711272003122001  
Pangkat/Golongan : Penata Tingkat I/III/d  
Jabatan Akademik : Lektor  
Sebagai Pembimbing Bidang Konten dan Metodologi
2. Nama : Fajriano, S.Pd, M.Pd  
NIP/NUP : 201704070  
Pangkat/Golongan : Penata/III/c  
Jabatan Akademik : Lektor  
Sebagai Pembimbing Bidang Bahasa dan Teknik Penulisan
- Untuk membimbing mahasiswa penyusun skripsi:  
Nama : Della Novitasari  
NIM : 180101030465  
Jurusan/Prodi : TBI  
Judul Skripsi : Authenticity Of Online Assessment For Public Speaking Class
- Kedua** : Biaya akibat dikeluarkannya keputusan ini dibebankan kepada DIPA UIN Antasari Banjarmasin.
- Ketiga** : Keputusan ini berlaku sejak tanggal ditetapkan, dengan ketentuan bahwa apabila terdapat kekeliruan dalam penetapan ini, maka akan diadakan perbaikan dan perubahan sebagaimana mestinya.

Ditetapkan di Banjarmasin  
pada tanggal 02 Juni 2021  
DEKAN,

  
 Prof. Dr. H. Juairiah, M.Pd.  
 NIP. 196001081986032004

- Tembusan:**
1. Rektor UIN Antasari Banjarmasin;
  2. Ketua Jurusan;
  3. Dosen Pembimbing;
  4. Arsip.





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI ANTASARI  
FAKULTAS TARBİYAH DAN KEGURUAN**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin  
Telepon (0511) 3253939 Faksimile (0511) 3274492  
Email: [fk.antasari@gmail.com](mailto:fk.antasari@gmail.com) Web: [www.fk.iain-antasari.ac.id](http://www.fk.iain-antasari.ac.id)

**REKOMENDASI**

Nomor B-4034/Un.14/III.1.t/PP.00.9/11/2021

Yang bertanda tangan Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin, dengan ini memberikan rekomendasi kepada:

Nama : Della Novitasari  
Nomor Induk Mahasiswa : 180101030465  
Jurusan : TBI  
Semester : VII (Tujuh)  
Tahun Akademik : 2020/2021  
Alamat : Jalan Padat Karya Permai, Gg. Trisula, No.36 RT 20  
RW 06 Kel. Ketapang, Kec. Mentawa Baru  
Ketapang, Kab. Kotawaringin Timur, Kalimantan  
Tengah, Sampit 74325

Untuk melakukan kegiatan penelitian/Riset sebagai tindak lanjut dari penyusunan skripsi yang berjudul: "AUTHENTICITY OF ASSESSMENT FOR PUBLIC SPEAKING CLASS" pada Jurusan TBI Fakultas Tarbiyah dan Keguruan sejak tanggal 29 November 2021 sampai dengan 29 Januari 2022.

Demikian Surat Rekomendasi ini diberikan untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 17 November 2021  
Wakil Dekan Bidang Akademik dan  
Kelembagaan,



Dr. Hairul Hudaya, M.Ag  
NIP. 197510232006041003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI ANTASARI  
FAKULTAS TARBİYAH DAN KEGURUAN**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin  
Telepon (0511) 3253939 Faksimile (0511) 3274492  
Email: [ftk.antasari@gmail.com](mailto:ftk.antasari@gmail.com) Web: [www.ftk.iain-antasari.ac.id](http://www.ftk.iain-antasari.ac.id)

**SURAT RISET**

Nomor: B-4634 /Un.14/III.1.t/PP.00.9/11/2021


Yang bertanda tangan Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama	: Della Novitasari
Nomor Induk Mahasiswa	: 180101030465
Semester	: VII (Tujuh)
Alamat	: Jalan Padat Karya Permai, Gg. Trisula, No.36 RT 20 RW 06 Kel. Ketapang, Kec. Mentawa Baru Ketapang, Kab. Kotawaringin Timur, Kalimantan Tengah, Sampit 74325
Tugas	: Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi Sarjana dengan Judul :


**AUTHENTICITY OF ASSESSMENT FOR PUBLIC SPEAKING CLASS**

Tempat yang dituju	: Jurusan TBI Fakultas Tarbiyah dan Keguruan
Barang yang dibawa	: Seperangkat alat riset
Lamanya Riset	: 2 (Dua) bulan
Dari tanggal	: 29 November 2021
Sampai dengan tanggal	: 29 Januari 2022

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

Banjarmasin, 17 November 2021  
Wakil Dekan Bidang Akademik dan  
Kelembagaan,  
  
Dr. Hairul Hudaya, M.Ag  
NIP. 197510232006041003

Mahasiswa yang bersangkutan,

  
Della Novitasari  
NIM. 180101030465



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI ANTASARI  
FAKULTAS TARBIYAH DAN KEGURUAN**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin  
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Email: [fk.antasari@gmail.com](mailto:fk.antasari@gmail.com) Web: [www.fk.iain-antasari.ac.id](http://www.fk.iain-antasari.ac.id)

Nomor : B-1834 /Un.14/III.1.t/PP.00.9/11/2021  
Sifat : Penting  
Lampiran : 1 (satu) berkas  
Hal : Riset Dalam Rangka Penyusunan Skripsi

17 November 2021

Yth. **Ketua Jurusan TBI Fakultas Tarbiyah dan Keguruan**

Banjarmasin

Assalamu'alaikum Warahmatullah Wabarakatuh

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 : Della Novitasari  
N I M : 180101030465  
Jurusan : TBI  
Fakultas : Tarbiyah dan Keguruan  
Alamat : Jalan Padat Karya Permai, Gg.Trisula, No.36 RT 20 RW 06 Kel. Ketapang,  
Kec. Mentawa Baru Ketapang, Kab. Kotawaringin Timur, Kalimantan Tengah,  
Sampit 74325

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,

Hairul Hudaya

Tembusan :  
Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI ANTASARI  
FAKULTAS TARBIYAH DAN KEGURUAN**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin  
Telepon (0511) 3253939 Faksimile (0511) 3274492  
Email: [ftk.antasari@gmail.com](mailto:ftk.antasari@gmail.com) Web: [www.ftk.iain-antasari.ac.id](http://www.ftk.iain-antasari.ac.id)

Nomor : B-4834/Un.14/III.1.t/PP.00.9/11/2021  
Sifat : Penting  
Lampiran : 1 (satu) berkas  
Hal : Riset Dalam Rangka Penyusunan Skripsi

17 November 2021

Yth. **Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari**

Banjarmasin

Assalamu'alaikum Warahmatullah Wabarakatuh

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 : Della Novitasari  
N I M : 180101030465  
Jurusan : TBI  
Fakultas : Tarbiyah dan Keguruan  
Alamat : Jalan Padat Karya Permai, Gg. Trisula, No.36 RT 20 RW 06 Kel. Ketapang,  
Kec. Mentawa Baru Ketapang, Kab. Kotawaringin Timur, Kalimantan Tengah,  
Sampit 74325

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,

Hairul Huda

Tembusan :

1. Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari;
2. Kepala Jurusan TBI Fakultas Tarbiyah dan Keguruan

## CURRICULUM VITAE

### I. Personal Details

Name : Della Novitasari  
Place and Date of Birth : Sampit, December 2<sup>nd</sup>, 1999  
Gender : Female  
Marital Status : Single  
Religion : Islam  
Nationality : Indonesia  
Parents : Riyanto and Wassari  
Siblings : Eka Iriyani, Riana Mayasari, M. Fajrianor, and M. Anggianor

### II. Formal Educational Background

2005 - 2006 : Bhayangkari Kindergarten (TK Bhayangkari)  
2006 - 2012 : State Elementary School of Mentawa Baru Hulu 2 (SDN 2 Mentawa Baru Hulu)  
2012 - 2015 : State Islamic Junior High School Sampit (MTsN Sampit)  
2015 - 2018 : State Islamic Senior High School Sampit (MAN Sampit)  
2018 - 2022 : English Education Department of Antasari State Islamic University Banjarmasin (Tadris B. Inggris UIN Antasari Banjarmasin)

### III. Organization Experience

2018 – 2020 : English Student Association (ESA)

Banjarmasin, 4<sup>th</sup> July 2022