

## APPENDICES

*(Appendix I)*

### Transliteration of Qur'an

Chapter/Page	Surah/Verse	Terjemahan	Translation
1/3		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.

(Appendix II)

Student's Research Document



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

Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235  
Telepon: (0511) 3262426; (0511) 6783136  
E-mail: ftk@uin-antasari.ac.id Website: ftk.uin-antasari.ac.id

Nomor : B- 207 /Un.14/III.1/PP.00.9/05/2023 11 Mei 2023  
Sifat : Penting  
Lampiran : 1 (Satu) Berkas  
Hal : Mohon Izin Riset

Yth.Kepala Pondok Pesantren Madrasah Aliyah Manba'ul Ulum  
Kota Banjarmasin

*Assalamu'alaikum Wr.Wb*

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 : Astriyana Devi  
NIM : 170102031029  
Program Studi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan  
Alamat : Desa Sungai Awang kec. Lampihong kab. Balangan  
No HP : 085654871911

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

*Wassalamu'alaikum Wr.Wb*

Wakil Dekan Bidang Akademik dan Kelembagaan,  
  
Ahmad Muradi

Tembusan :  
Dekan Fakultas Tarbiyah dan Keguruan

*(Appendix III)*

Research Instrument

**Interview guideline**

Introduction

1. What is your name?

The answer: Nurul Hikmah

2. How long have you been teaching English?

The answer: 2,5 years

3. Since when did you use Authentic Assessment?

The answer: Since my first teaching

4. Do you know what an Authentic Assessment is like and how it is applied?

The answer: Authentic assessment is an assessment that teacher use in assess students' knowledge about material and make the assessment like real-world situation.

Lack of support from the school administration and parents

1. Do school administration and parents support the using of authentic assessment?

The answer: yes, they support it

2. What kind of support do they give?

The answer: the time for me in teaching is enough to conduct an authentic assessment. And I never felt running of the time in teaching.

Overwhelming preparation

1. When you prepare the authentic assessment, do you feel there is too much documents to finish for the assessment?

The answer: No, I can finish it

2. How you manage the document so you can prepare on time before the assessment given?

The answer: I always prepare it before the day of authentic assessment conduct. So, I can handle it on time

#### Too many school activities in weekend

1. Is this school have so many activities that need your participation?

The answer: No. but there is much for students such as reading holy qur'an, reading *kitab kuning*, and religious lecture.

2. Is there any activities make you running off your time in preparing the assessment?

The answer: no. as I mention before, students participate in many activities. So, they don't prepare much for teaching and learning in class.

#### Lack of training in authentic assessment

1. Do the leader give opportunity to teacher to join the training of authentic assessment?

The answer: there is no training in authentic assessment.

2. How many have you ever join the training of authentic assessment?

The answer: never

3. Where usually you got inspiration to using the authentic assessment?

The answer: from my college, my lecturer usually do authentic assessment that inspired me so much.

#### Scoring system

1. How do you determine the scoring in authentic assessment?

The answer: I give score based on the suitability the task they do with the material

2. What criteria of scoring that you usually use?

The answer: as I said before

#### Take more time

1. Is authentic assessment taking more time than your teaching hours?

Answer: no

#### Pair dialogue

1. When students carry out dialogues, does the teacher always give examples first?

The answer: yes. I give example. So, they understand the task.

2. Does the teacher immediately give small assessments when students are conducting dialogues, such as spelling or pronunciation errors?

The answer: no. I focused more to their understanding of the material

3. What if students find it difficult when implementing Authentic Assessment types, does the teacher have a solution?

The answer: yes. I always help them if they find any difficulties.

### **Question and Answer**

1. Does the teacher always give examples before students practice them?

The answer: yes

2. When students are asked to practice together, how does the teacher evaluate them and what criteria meet good judgment?

The answer: I ask them to take a note what they get from that activities.  
And I also walking around the class to check them.

3. What is the scoring system?

The answer: students doing it based on the instruction

4. What if students find it difficult when implementing Authentic Assessment types, does the teacher have a solution?

The answer: I always help them if they find any difficulties

### **Role Play**

1. When using role play, does the teacher give the material like the theme first or directly when used?

The answer: I always explain the material first

2. How can the teacher assess all students at the same time when doing role play in the classroom?

The answer: I go around the class to see them.

3. What kind of scoring rubric does the teacher use?

The answer: the suitable with the material

4. What difficulties did the teacher face during the role play and the assessment?

The answer: no difficulties

5. Apart from the teacher, what if the students also experience difficulties during the role play, what solutions do the teachers give to students?

The answer: I will help them until they can finish the assignment

6. In your opinion, is the roleplay that has been done appropriate?

The answer: yes

7. Are you satisfied with the implementation that has been done?

The answer: yes

### **Lain lain**

1. Have you previously prepared the Authentic Assessment that was set in class?

The answer: Yes. I have

2. Of all the types of Authentic Assessments available, why did you choose pair dialogue, question & answer and role play?

The answer: because it is suitable with the material given

3. Among all types of Authentic Assessment, which one is easier to implement?

The answer: pair dialogue and question and answer

4. Are there any other challenges when applying the Authentic Assessment?

The answer: yes. Students has lack of vocabulary and they are shy while practicing

5. Where did you design the scoring rubric?

The answer: I don't ask students to doing it very well as long as they understand the task

6. What is the teacher's solution if the assessment takes longer than planned, what does the teacher do?

The answer: continue it in another meeting.

### Observation checklist

Kind of authentic assessment that teacher used in teaching speaking.

No	Kind of authentic assessment	The implementation	
		Yes	No
	Role play	√	
	Information gap		√
	Picture talk		√
	Pair dialugue	√	
	Question and answer	√	




*(Appendix IV)*


Documentation





## (Appendix IV)

## Consultation Notes

Ke-	Tanggal	Catatan Konsultasi	Tanda Tangan
8	20/2025 06	Fixing chapter 4. at Finding and discussion  Fixing chapter 4 at Conclusion and suggestion.	

Ke-	Tanggal	Catatan Konsultasi	Tanda Tangan
7	12/2025 06	Add article "the" before typing "teacher" and "research".  Use Past tense for finding and conclusion.  Including observation result. and separate from interview result.  Adding observation research more specifics. <del>the</del> and separate them from the time.  Changing "overwhelming documentation" to other term.	

Ke-	Tanggal	Catatan Konsultasi	Tanda Tangan
6	9/2024 /06	<p>Adding the interview questions.</p> <p>Typing the answers from the subject of research.</p> <p>Adding the answers <del>to</del> of result <del>from</del> interview at finding topic.</p> <p>Fixing how to type references of research.</p>	

Ke-	Tanggal	Catatan Konsultasi	Tanda Tangan
5	9/2024 /05	<p>Fixing research setting and changing the "documentary" of technique of data collection to documentary.</p> <p>Fixing question for interview the subject of research.</p>	

**CURRICULUM VITAE****PERSONAL DETAIL**

Name : Astriyana Devi  
Place and Date of Birth : Sungai Awang, September 5<sup>th</sup> 1999  
Gender : Female  
Religion : Islam  
Nationality : Indonesia  
Parents : Parman and Siti Rukayah  
Sibling : M. Ariyuanda, Rudy Riswana and M. Raihan  
WhatsApp Number : 085654871911  
Email : astriyana.devi.99@gmail.com

**FORMAL EDUCATION BACKGRUND**

2003-2005 : RA Al-Mukhtar Sungai Awang  
2005-2011 : MIN Sungai Awang  
2011-2014 : MTsN Lampihong  
2014-2017 : SMAN 1 Lampihong

**ORGANIZATION EXPERIENCE**

2017-Now : UKK Mapala Meratus

Banjarmasin, 12<sup>th</sup> June 2023

The writer,



Astriyana Devi