

**THE IMPLEMENTATION OF TEACHING SPEAKING EVALUATION  
DONE BY ENGLISH LECTURES AT STAIN PALANGKA RAYA**

**THESIS**

Presented to the department of the education of the Islamic State College of  
Palangka Raya in partial Fulfilment of requirement for the Degree of Sarjana  
Pendidikan Islam



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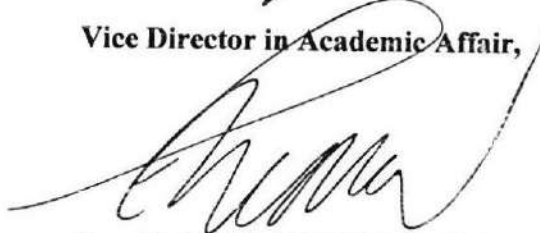
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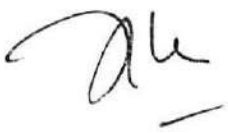
  
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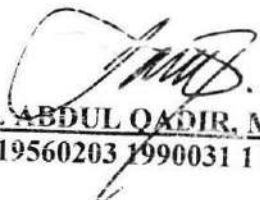
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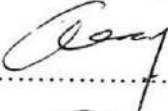

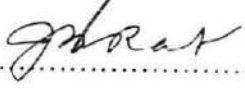
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## THE IMPLEMENTATION OF TEACHING SPEAKING EVALUATION DONE BY ENGLISH LECTURES AT STAIN PALANGKA RAYA

### ABSTRACT

Objective of the study is to know the implementation of English lecturers in speaking evaluation at STAIN Palangka Raya. The subject of the study all of the English lecturers at Palangka Raya Islamic State College. The object of the study was speaking evaluation. The method of the study used the qualitative method and then to collect the data have used observation, documentation and interview. The validity of the data used triangulation, member check and peer debriefing and to analyze collecting data, data reduction and data display.

The research result showed that the implementation of speaking evaluation done by English lectures at STAIN Palangka Raya determined and some indicator such as cognitive domain, affective domain and psychomotor domain. It was done on speaking II and IV in every class of speaking (Class A, B and C) although the number of the students was different amount. And then evaluation was done by English lecturer at STAIN Palangka Raya in every main material based on the syllabus of each speaking (speaking II and speaking IV) and used the score criteria such as vocabularies mastering had score 81%-100% right was given score 4.61%-80% right was given 3 score, 30%-60% right was given score 2 and less than 30% right was given the score 1 and then students' Pronunciation mastering has the criteria that score 81%-100% right was given score 4.61%-80% was given 3 score, 30%-60% right was given score 2 and less than 30% right was given the score 1 and then the students' grammar mastery had the criteria that 76%-100% right was give the score 4.51-75% right was given score 3.25-50 right was given score 2 and less than 25% was given the score 1 and then the students' mastery in comprehension of material had the score criteria that 76%-100% right was given the score 4.51-75% right was given score 3.25-50 right was given score 2 and less than 25% was given the score 1 and then the students' fluency in the speaking of the main material had the score criteria that is very fluent was given score 3, fluency was given score 2 and less of fluency was given score 1.

## PENERAPAN EVALUASI PENGAJARAN SPEAKING OLEH DOSEN BAHASA INGGRIS DI STAIN PALANGKA RAYA

### ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui bagaimana penerapan evaluasi yang dilakukan oleh dosen bahasa Inggris terhadap mata kuliah Speaking di STAIN Palangka Raya. Subjek penelitian adalah semua dosen yang mengajar mata Kuliah Speaking (speaking II dan speaking IV) dan objek dari penelitian ini adalah evaluasi terhadap speaking II dan IV. Dalam penelitian ini menggunakan metode Qualitative. Untuk pengumpulan data digunakan observasi, dokumentasi dan wawancara. Untuk keabsahan penelitian ini digunakan triangulasi, member check dan *peer debriefing*. Untuk menganalisis hasil penelitian digunakan teknik pengumpulan data, pemilahan data, dan pemaparan data.

Hasil penelitian telah menunjukkan bahwa penerapan evaluasi yang dilakukan oleh dosen bahasa Inggris terhadap mata kuliah Speaking II dan IV di STAIN ditentukan dengan melihat beberapa indikator yang meliputi kemampuan kognitif, kemampuan affectif dan kemampuan psikomotorik. Hal ini dilakukan secara sama terhadap kelas yang ada pada speaking II dan Speaking IV yaitu Kelas A, B, dan kelas C yang mempunyai jumlah mahasiswa yang berbeda. Kegiatan evaluasi ini diterapkan setiap pokok bahasan pada materi speaking yang berdasar terhadap syllabi yang digunakan pada mata kuliah speaking II dan speaking IV dengan penentuan skor sebagai berikut; jika mahasiswa mampu menguasai benar kosakata 81%-100% akan diberi nilai 4, jika benar 61%-80% akan diberi nilai 3, jika benar 30%-60% akan diberi nilai 2 dan jika kurang dari 30% akan diberi nilai 1. dalam penerapan pengucapan, jika benar 81%-100% akan diberi nilai 4, jika benar 61-80 akan diberi nilai 3, jika benar 30%-60% akan diberi nilai 2 dan jika kurang dari 30% maka akan diberi nilai 1. penguasaan Tata Bahasa, jika benar 76-100% akan diberi nilai 4, jika benar 51%-75% akan diberi nilai 3, jika benar 25%-50% akan diberi nilai 2 dan jika kurang dari 25% akan diberikan nilai 1. penguasaan materi, jika benar 76-100% akan diberi nilai 4, jika benar 51%-75% akan diberi nilai 3, jika benar 25%-50% akan diberi nilai 2 dan jika kurang dari 25% akan diberi nilai 1. dan ketancaran berbicara, jika mahasiswa mampu berbicara sangat lancar akan diberi nilai 3, jika mereka mampu berbicara lancar akan diberi nilai 2, dan jika kurang lancar akan diberi nilai 1.

## ACKNOWLEDGEMENTS

Alhamdulillah and praise belong to Allah SWT the Almighty, because his blessing and mercy, finally the writer is able to complete this thesis entitled: **THE IMPLEMENTATION OF TEACHING SPEAKING EVALUATION DONE BY ENGLISH LECTURES AT STAIN PALANGKA RAYA.** This thesis is written to fulfill one of the requirements to get title of Sarjana Pendidikan Islam (S.Pd.I) in the English education, the department of education, the Islamic State College (STAIN) of Palangka Raya. Many people who have contributed support, assistances, and guidance of various sides, therefore the writer says the special thanks to:

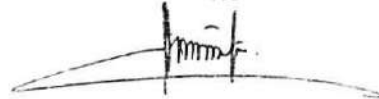
1. Dr. H. Khairil Anwar, M.Ag, as the director of The Islamic State College of Palangka Raya.
2. Hj. Hamidah, M.A as the Chair of Tarbiyah Department.
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6. All of friends who helped during the completion of thesis.

Finally, the writer awakes that this thesis is not perfect; there are many mistakes and errors. Therefore, the writer would like to ask the readers to criticize or to enlighten on these mistakes and errors. The writer would greatly appreciate any constructive criticisms of this thesis from the readers.

The writer hopes that this thesis will be useful for the readers in generally and for the writer specially. May Allah bless us forever.

Palangka Raya, August 2009

Writer



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## DECLARATION OF AUTHENTICATION

In the name of Allah

I myself make declaration that this thesis entitles **THE IMPLEMENTATION OF TEACHING SPEAKING EVALUATION DONE BY ENGLISH LECTURES AT STAIN PALANGKA RAYA** is truly my own writing.

If it is not my own writing so, it given a citation and shown in the list references.

If my own declaration is not right in this thesis, I am ready to be given academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, August 2009



My own declaration,

**MASJUTA**  
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## MOTTO

*"AND HIS SIGN ARE THE CREATION OF HEAVEN AND EARTH AND  
DIVERSITY OF YOUR TONGUE AND COLORS, SURELY THEY ARE SIGN IN  
THIS FOR ALL THE WORLDS."*

*(Q.s. Arrum (30): 22)*

## **DEDICATION**

**This thesis dedicated to:**

**My beloved father Sapuani who always supports my study**

**My beloved Mother Ari who always gives me love and affection**

**My beloved brothers and sisters who are always loyal to support and support my study**

**My beloved young brothers and young sisters who always give loving to me**

**My beloved friends on my academic (2003) who have supported and gave the suggestion**



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# CHAPTER I



# BABI

## INTRODUCTION

### A. Background of the Study

Human being's position is so central in the process of education. The function of education is to guide them to definite objectives and find out the way of their life.

Related to education, Zahara Idris in Mansur explains:

*Pendidikan adalah serangkaian kegiatan komunikasi yang bertujuan antara manusia dewasa dengan si anak didik secara tatap muka atau dengan menggunakan media dalam rangka memberikan bantuan terhadap perkembangan anak seterusnya dalam arti supaya dapat mengembangkan potensinya semaksimal mungkin agar menjadi manusia dewasa dan bertanggung jawab.<sup>1</sup> (Education is series of communication activity from adult to the children as the learner face to face or by using media in order to give helping to the children progress so that they are able to develop their potency as maximal as possible in order to adult men that have responsibility)*

In implementation of education, the successful of its process is really based on the man elements the door of educational activity, such as the teacher. However, the reaching of education objective is responsibility of the teacher as the implementer of teaching learning process in school. English is included in the curriculum of the national education. English lesson is taught to their general schools or Islamic schools. English is very important in order to support the Indonesian students to gain the sciences and technology that are written in English language.

In teaching learning English, there are four basic competencies or language skills which must be mastered by the students. They are listening, speaking, reading and writing. To mention one, speaking, according to Fuzianti is the single most

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<sup>1</sup> Mansur BA, *Pandangan Islam Terhadap Perkembangan Dan Kelestarian Lingkungan Hidup*. Jakarta: PT. Internasa, 1992. P.1

important aspect of learning a second language .<sup>2</sup> For many years teaching speaking just repetition of drills or a memorizing of dialogues. Then, people require that the goal of teaching speaking should improve students, communicative skill because only in that way students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

The ability to communicative in a foreign language clearly and efficiently contributes to the success of the students in the other skill. In an article entitles speaking ability states that speaking or oral communication is a vital component of the English curriculum that provides the base for growth in reading, writing, and listening abilities.<sup>3</sup>

Surely to know the students' speaking the lecturers do the evaluation where the evaluation is used by teacher with the purpose to measure the students' skill especially in the speaking subject. How fluent they can speak English. More over in implementation evaluation, surely the lecturers have many ways that are to be the criteria of evaluation.

Nurkencana and Sunarta state that

*"Evaluasi dapat diartikan sebagai sesuatu tindakan atau suatu proses untuk menentukan nilai segala sesuatu dengan dunia pendidikan atau segala sesuatu yang ada hubungannya dengan dunia pendidikan."*<sup>4</sup> (Evaluation can be defined as the action or process to determine the value of anything in educational world or anything related to the education world)/

<sup>2</sup> Endang Fuzianti. *Teaching English Foreign Language*, Surakarta: Muhammadiyah University Press, 2002. P.126

<sup>3</sup> Hhttp://www.saski.com/keajaiban/indonesia.htm, (online on June 10<sup>th</sup> 2006)

<sup>4</sup> Wawan Nurkencana and Sunarta, *Evaluasi Pendidikan*, Bandung: Usaha Nasional, 1981, P.1

So, evaluation aims to obtain the data as the process of teaching learning process result and show up the ability students' success in reading curricular objectives. Beside that evaluation is also used by teacher and education supervisor to measure or to asses how far the effectively of teaching experience, learning process and the method used in teaching. The graduate ability is appropriate to the demand of implementer in learning evaluation. Besides, in the context of learning activity, evaluation is done to support the effort in improving the quality of learning activity.

Referring to the previous discussion, the writer is interested to do research, whether or not the application of English evaluation in Palangka Raya Islamic State College has been relevant with the expectation. In this case, the writer will do research entitled: **THE IMPLEMENTATION OF TEACHING SPEAKING EVALUATION DONE BY ENGLISH LECTURERS AT PLANGKA RAYA ISLAMIC STATE COLLEGE.**

#### **B. Problem of the Study**

Based on the background above, the problem of the study is formulated as follows:

How are the implementations of English lecturers in speaking evaluation at STAIN Palangka Raya?

#### **C. Objective of the Study**

Based on the problem of the study above, the objective of the study as follow;  
To make description the implementations of English lecturers in speaking evaluation at STAIN Palangka Raya.

#### **D. Significances of the Study**

The uses of research are expected as follows;

1. To give a real description of the implementation of speaking evaluation for the English lecturers of Education Program at STAIN Palangka Raya
2. To development of science as reading material to add the references at Palangka Raya Islamic State College
3. As the positive contribution for Palangka Raya Islamic State College

#### **E. Research Method**

##### **1. Time and Place of the Study**

In this research, the writer took the place of the study at Palangka Raya Islamic State College and the writer needed two months to do research and collecting the data. It was begun on March 20, 2008 to May 20, 2008.

##### **2. Method of the Study**

In this research, the writer used a qualitative method. This method is concerned primarily with the process. Meriam in Creswall says that Qualitative research involves the field work the researcher physically goes to the people, setting, site, or record behavior in it is natural setting.<sup>5</sup>

Here Qualitative method was used to find out and describe the phenomenon in implementation of speaking evaluation done by the lectures of Palangka Raya Islamic State College.

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<sup>5</sup> Creswell John, W., *Research Design Qualitative and Quantitative Approach*, California: Sage Publication, Inc., 1994, P. 145



### 3. The Subject and the Object

The subject of this research was all of the English lecturers at Palangka Raya Islamic State College as the informant for getting the data and the object was speaking evaluation. According to Bogdan and Bikkenin Moleong that *informan dimanfaatkan untuk berbicara, bertukar pikiran, atau membandingkan suatu kejadian yang ditemukan oleh subjek lain.* (informant is aimed for talking, sharing idea, or comparing an even found). From informant, the writer knew the implementation of speaking evaluation done by English lecturers at Palangka Raya Islamic State College.

### 4. Data Collecting Procedures

The writer used the techniques of collecting data as follows:

#### a. Observation

Observation has doing directly to look for the data as follows:

- 1). The series of action speaking evaluation procedures
- 2). The implementation in speaking evaluation

#### b. Documentation

This technique was used to collect the data in the form of document on the study place. The data was collected in this technique such as;

- 1). The background of English lecturers at Palangka Raya Islamic State College
- 2). The lesson plan of lectures
- 3). Syllabus of English Education
- 4). Curriculum of English 2004

### c. Interview

Susan Stainback in Sugiono states that interview provide the researcher a mean to gain a deeper understanding of how the participant interpreted a situation or phenomenon that can be gained through observation alone.<sup>6</sup>

The interview used in this study was unstructured interview namely and the writer asked question by point to some question that have been prepared. The data was gained through this interview including:

- 1). Describing the implementation of speaking evaluation
- 2). Purpose and curriculum used in teaching English
- 3). The Discipline of lecturers in teaching English

### F. Validity of the Data

The validity of the data used to guarantee all of the data has observed and investigated by the writer were relevant with the purpose of the research. The way to get the validity of the data has used the endorsement data Procedures such as:

1. *Uji kredibilitas data atau kepercayaan terhadap data hasil penelitian kualitatif dilakukan dengan perpanjangan pengamatan, peningkatan ketekunan dalam penelitian, triangulasi, diskusi dengan teman, analisis kasus negative dan member ceck.* (Credibility test of the data or the trust to result of qualitative research data carried out by adding the observation increasing of diligence in research,

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<sup>6</sup> Sugiono, *Metode Penelitian Pendidikan Pendekatan Kualitatif Kuantitatif dan Mixed*. Bandung: Alfabeta, 2007. P. 318

triangulation, discussing with friends, analyzing negative case and member check).

2. *Uji transferability meruapckn validitas eksternal dalam penelitian kualitatif, yang mana menunjukkan derajat ketetapan atau dapat diterapkannya hasil penelitian ke populasi dimana sampel tersebut diambil.* (transferability test is external validity in qualitative research, which indicate accuracy degree or can be applied the result of research to population where the sample was taken).
3. *Uji Dependability yang biasa disebut reliabilitas, yang mana apabila orang lain dapat mengulangi/mereplikasi proses penelitian tersebut. Dalam penelitian kulaitatif, uji dependability dilakukan dengan melakukan audit terhadap keseluruhan proses penelitian.* (Dependability test usually was called by realibility, which the other people can repeat/replay the process of research. In this qualitative research, dependability test was done by doing conducting and auditing to the whole process of research).
4. *Uji konfirmability berarti menguji hasil penelitian dikaitkan dengan proses yang dilakukan* (Confirmability test was used to test the research result including the action process).<sup>7</sup>

### **G. Data Analysis Procedures**

According to Bogdan & Bijken (1982) who quoted by Moleong said that *Analisis data kualitatif adalah upaya yang dilakukan dengan jalan bekerja dengan data, mengorganisasikan data, memilah-milahnya menjadi satuan yang dapat dikelola, mensitesikannya, mencari, mempelajari, dan menemukan pola, menemukan*

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<sup>7</sup> Sugiyono, *ibid.*, P. 368-378



*apa yang penting dan apa yang dipelajari, dan memutuskan apa yang diceritakan kepada orang lain. (The analysis of qualitative data is similarity, looking for, and finding the patterns, finding something important and what it learned, and also decided what will be told to others people).*<sup>8</sup>

According to Nasution who quoted by Moleong in Syaiful said "*Data kualitatif terdiri dari kata-kata bukan angka-angka sehingga dilakukan telaahan untuk mengetahui ini. (The qualitative data consists of words not numbers....so it is done the analyzing to know it).*"<sup>9</sup>

So the Miles version was looked so suitable for his study. Miles said that in qualitative study could use three ways for analyzing the data that consist of;

1. Collecting the data (pengumpulan data)
2. Data reduction (Pegurangan data)
3. Data display (Penampilan data).<sup>10</sup>

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<sup>8</sup> Moleong, *Ibid*, P. 248

<sup>9</sup> Syaiful Anwar, *Ibid*, P. 32

<sup>10</sup> *Ibid*, P. 32



# CHAPTER II

## CHAPTER II

### IMPLEMENTATION EVALUATION AND SPEAKING

#### A. Implementation

In the teaching learning process, surely the lecturers use the implementation of their teaching. They take implementation to refer of their wises in teaching strategy. One of them is the implementation in evaluating the subject. It is impossible without implementing in evaluating. In implementation action, lecturers have many ways and criteria to determine something. Speaking is one of the most important subjects in learning English language, so the lecturers need to take the implementation in evaluating the students so that the lecturers can give the score to the students' in mastering speaking.

According to Anthony in Fuzianti states that Implementation is the technique which actually takes place in classroom. It is particular trick, strategy or contrivance used to accomplish an immediate objective. Technique must consist with a method and therefore in harmony with an approach.<sup>11</sup>

#### B. Evaluation

To know the students' achievement of speaking subject surely the lecturers need the evaluation. Evaluation is very important strategy to asses the teaching learning process. How far the students are able to master the subject in this case is speaking.

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<sup>11</sup> Endang Fuzianti, *teaching English as Foreign Language*. Surakarta: Muhammadiyah University Press, 2003 P. 126

According to Sudirman, et. al, Ssay that *Evaluasi adalah tindakan untuk menentukan nilai sesuatu*. (Evaluation is the action to determine the value of something).<sup>12</sup>

According to Sudjana *Evaluasi adalah suatu proses menentukan kemampuan yang telah dirumuskan dalam tujuan pengajaran sehingga diperoleh informasi untuk menetapkan keputusan pengajaran*. (Evaluation is the process to determine the ability that has been formulated in objective so that the information teaching decision can be gotten).<sup>13</sup>

Nurkencana and Sunartana say that evaluation refers to the act of process to determine the value of something and has the function as follows:

1. knowing the students' level in preparation the certain teaching
2. knowing how far the result of teaching learning in the process
3. Knowing the lesson can be continued by new items or needed the repetition of the lesson that was given in the process
4. Finding the information about the potency of the students
5. finding the information of the students' level in grade of class
6. determining the achievement of the students
7. giving the information of graduating to the next level
8. Making the selection of the level
9. knowing the efficiency of the method that has been used in teaching learning process.<sup>14</sup>

<sup>12</sup> Jaja Qohar Al-Haj. *Evaluasi Pendidikan Agama*, Jakarta: Ciawi jaya. 1995. P. 208

<sup>13</sup> Nana Sujdana, *Dasar-Dasar Pendidikan*, Bandung: PT. Remaja Rosda Karya. 1982. P. 16

<sup>14</sup> Wayan Nurkencana and Sunarta, *Evaluasi Pendidikan*, Surabaya: Nasional. 1982. P.1

### C. Speaking ✓

According to Hornby, speak is defined as to say words, to have conversation with somebody, to talk or say about something or to mention something. Speaking is an essential tool for communicating, thinking, and learning. Oral language is a powerful of learning tool. It shapes, modifies, extends, and organizes thought. Oral language is a foundation of all language development and, therefore, the foundation of all learning. It is the base for the other language strands. Through speaking and listening, students learn concepts, develop vocabulary, and perceive the structure.

Speech is a vehicle to link individuals to the society. Exchanges the students have with their peers and teachers can help them come to know the world in more personal and socially responsible ways. Then the students talk about ideas, they clarify their thinking. They can figure out what they believe and where they stand on issues. In communication, spoken and written ways to know procedure that make us easy to speak in front of other people, so that our aim or mind can be understood by them.

The written word has taken on an authority in our society, sometimes at the expense of the oral. Yet, in reality, the spoken word will dominate the language (in lives) of most students. It is a constant, regardless of what they do in their lives. Facility with language is an asset in daily activities and in the world of work. Although it has been argued that public education is not job training. The competent use of oral language is a natural aspect of lifelong learning skills that can be developed in schools.

To ensure the oral form occupies a central position in the classroom, it must be planned for and directed. When it is given status, supports, and value, it can turn a classroom into a vibrant, interactive environment for learners. Oral communication is the verbal and non verbal interaction with an audience to communicate thoughts, information, and feelings. Speech is one way human beings make connections with each other. To speak fluently and confidently in a variety of situations as a central human need and important goal of education.

According to an article that be copyright by Saskatchewan education, oral language should be a condition of learning, rather than a discrete subject area or a separate lesson in an English language arts program. Oral language can grow naturally out of other activities. It is best developed through meaningful use in a trusting environment to take into account students' cultural backgrounds and communication styles.<sup>15</sup>

Speaking is one of productive skills in oral mode. It is like the other skills, is more complicated and it seems at first and involves more than just pronouncing words. Bygate states that oral interaction (speaking) can be signed by routinely, as conventional way in presenting the information that can be focused on information and interaction.<sup>16</sup>

About speech, according to Hynes in Pranowo states that every the speech act can be understood the meaning accurately when someone wants to look the components of speech. It was acronym as SPEAKING as follows:

S = Setting (include time, place, physic condition in act o f speech),

<sup>15</sup> Hhttp://www.sasked.html, on line July 14, 2009.

<sup>16</sup> Hhttp://www.sasked.html, on line July, 14, 2009)

- P = participants (included speaker, writer, listener or reader)
- E = Ends (purpose/ result which are hoped),
- A = act sequence (form and content of message),
- K = Key (way in speaking, i.e. serious, roughs, etc by speaker),
- I = Instrumentalities (channels are used like written or oral and for, of speech (dialect and accent),
- N = Norms (the norms are used in interaction like interruption and interpellation that must be understood by speaker, and
- G = Genres (special register is used in speech act, for examples entertainment, and speech.<sup>17</sup>

Confidence and enthusiasm are critical factors in oral language development, because much oral language is immediate, it involves to take risks. Students is mostly effective when there is a relationship of mutual trust, when students' oral language and a variety of communication styles are accommodated in the classroom, and when the students have frequent opportunities to talk in formal and informal situations. It would success in the students had many supporting (exp. By practicing and following of some programs in addition their speaking communication) before they communicative to the other on real life.

#### **D. The purposes of Evaluation**

In the teaching learning process, the lecturers do he evaluation that every evaluation has the purposes of the evaluation is to provide information to the

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<sup>17</sup> Praowo, *nalisis Peneliti Bahasa*, Yogyakarta: Gajah Mada University Press. Y. 1996. P 114-115).

educational to improve the writing skills of the student is a cluster of disadvantaged inner city elementary schools.

According to Nunan, there are three purposes of evaluation as follows;

1. to asses the impact of writing package
2. to evaluate the impact of the package on lecturers
  - a.capacity to asses the effectives of students' writing
  - b.Pedagogy
  - c.Knowledge of the social functions of language
3. to identify which elements of the package have been most beneficial and required amendment.<sup>18</sup>

## E. Teaching Speaking

Pringgawidagda states that

*Pengajaran adalah proses menunjukkan atau membantu seseorang untuk belajar bagaimana mengjarkan sesuatu, memberikan intruksi, membimbing dalam mempelajari sesuatu, memberikan pengetahuan, menyebabkan seseorang menjadi tahu atau mengetahui.* (Teaching is a process to show or help someone in learning how to do somerhing, providing the knowledge, causing to know or understand).<sup>19</sup>

Gage in Pringgawidagda states that teaching is guiding and faciliing learning, enabling the learner to learn, setting the conditions for learning.<sup>20</sup> In language learning to most people mastering of speaking was the important aspects of learning a second or foreign language and the success can be measure. In the terms of the ability to carry out a conversation in the language. Meanwhile, when the students were able

<sup>18</sup> David Nunan, *Research Methods in Language Learning*, New York: Cambrige University Press. 1992, P.202

<sup>19</sup> Suwarna Pringga widagda, *Strategi Penguasaan*, P. 20

<sup>20</sup> *Ibid.*, P.21



to communicate (active or passive) by using the language in the real situation. It meant they have communicative competence in that language.

Then to develop the students' skill in speaking, the lecturer should have specific methods to make the students more active in speaking activities. The lecturer should stimulate and encourage the communication or interaction between the students through many classroom activities such as role play, games, problem solving, song, discussion and so forth.

While in an article entitled teaching Speaking Chaney states that speaking is the process of building and sharing meaning through the use of the verbal and non-verbal symbol in variety of context.<sup>21</sup>

According to syllabus of English Education Program at Palangka Raya Islamic States College (STAIN) speaking was a course intended to make the students use simple daily conversation such as answering simple question and giving natural responses to stimulate directed to them. It was also intended to improve the students' pronunciation of English.

In other word, speaking was a communicative competence in language teaching learning that the students bring in their interaction. Actually the learner focused on how to practice the language as well as they can do. They can speak to transfer the messages, emotion, or their imaginations using the language. In the main time, students must be exposed to three key items such as as form-focused instruction that means attention to details of pronunciation, grammar, and vocabulary, meaning-focused instruction means opportunities to produce meaningful spoken

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<sup>21</sup> [Hhttp://itesjlj/article/Kayi-Teaching-Speaking.html](http://itesjlj/article/Kayi-Teaching-Speaking.html) (online on November 11<sup>th</sup>, 2006)

message with real communicative purposes, and opportunities to improve the fluency.<sup>22</sup>

## F. The Strategy in Teaching Speaking

According to Tarigan, there are some strategies in teaching speaking as follows:

1. Personal strategies
  - a. Finding the opportunity to practice exercise (self-management and cooperation).
  - b. Leading and controlling the role of imaginary mental conversation (auditory representation).
2. Risk taking
  - a. Using techniques, serving the time to think in a conversation (self management and organizational planning)
  - b. Exercises (advance preparation)
  - c. Pretending with their own words (organizational planning and self evaluation)
3. Getting organized
  - a. Sources organization
  - b. Material Organization.
  - c. Time organization.<sup>23</sup>

Actually strategy in teaching learning defines as the way that should be used by someone or people to reach the goal oriented and to know the difficulties in teaching learning process. In the teaching speaking the strategy were included the

<sup>22</sup> [Hhttp://www.jait-publication.org/tlt/files/97/jan/speaking.html](http://www.jait-publication.org/tlt/files/97/jan/speaking.html) (online on January 3<sup>th</sup> 1997)

<sup>23</sup> Henry Guntur Tarigan, *Strategy Pengajaran dan Pembelajaran Bahasa*, Bandung: Angkasa.1991.P.196

procedures to comprehending and producing the language that the students learn. It had great contribution to the students learn. It had great contribution to the success of teaching speaking.

### **G. The lectures' problems in Teaching Speaking**

According to Lawtie in her article teaching speaking skills states that there are some problems that will be faced by lecturer when they are teaching speaking such as:

1. The students will no talk or say anything. It cause that they are unusual for students to talk aloud in the class, or if the students fell really shy about talking in the front of other students.
2. They fell bored with the subject. It causes that the class activities are boring or are pitched at wrong level etc.

A completely different reason for students silence may simply be that the class activities are boring or pitched at wrong level. Very often our interesting or as communicative that they are and all of students are really required to do is answer 'yes' or 'no' which they do quickly and then just list in silence or worse talking nosily in their L1.

When the students work in pair or groups, they just end up chatting in their own language. Is the activity or task pitched at the right level or the students? Make sure the lecturer give the students all the tools and the language they need to be able to complete the task. I the language is pitched too high level they may bored and

revert to their L1. When all the students speak together, it gets too noisy and out of hand and just the teacher loses control of the classroom.

First, separate the two points a noisy classroom and an out of control classroom. A classroom full of the students talking and interacting in English, even if it is noisy is exactly what the lecturers' wants, maybe the lecturers just feel as you are losing control because the class is suddenly students centered and not lecturer centered. Losing control or change of the classroom, on the other hand, is a different issue. Once again, monitoring the students as they are working in the groups can help the teacher to get back the control or change the class and type of activity to a more controlled task, for example a focus on form or writing task where the students have work in silence individually.<sup>24</sup>

#### **H. The problem of students in speaking ✓**

Brown and Nation in their article entitled Teaching Speaking state that some students have troubles with the beginning sounds of the words. Giving too much attention to the correction of pronunciation in the early stages of language learning can make the students worried and reluctant to speak because of fear in making errors. Some problems faced of the students in speaking as follows:

1. The students make an error because the students have not had sufficient chance to observe the correct form or develop sufficient knowledge of language system. (Do not correct the students but give more models and opportunities to observe).

<sup>24</sup> HayriyeKayih <http://unr.edu/homepage/hayriyekayih> [at] unr.nevada.edu University Nevada, (online on June 16, 2009)

2. The students make an error because the students have not observed the form correctly. (Give a little correction by showing the students the difference between the correct form and the learner's error).
3. The students make an error because of nervous (Do not correct. Use less threatening activities or, if when appropriate, joke with the person/ class/ yourself/ to lighten to mood).
4. The students make an error because the activity is difficult, that is, there are many things the learner has to think about anything during the activity. This is sometimes called cognitive overload. (Do not correct. Make the activity easier or give several chances to repeat the activity).
5. The students make an error because the activity is confusing. Use of tongue twister, for instance, for pronunciation can be confusing. (do not correct, improve the activity).
6. The students make an error because the students are using pattern from the first language instead of the patterns from the second language. (Giving some correction. If there has been plenty of opportunity to develop knowledge of the second language, then some time should be spent on correction to help the students break out of making errors that are unlikely change.
7. The students make an error because the students have been copying incorrect models. (correct the students and provide better models).<sup>25</sup>

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<sup>25</sup> <http://www.jatl-publications.org/tl/files/97/jan/speaking.html> (online on July 6, 2009).

## I. Speaking Evaluation

Speakers need to be able to produce the phonological features of speech well enough to be understood. So it is fundamental that these are included in evaluation in some way. Things such as the individual sounds, stressed and weak sounds in words and speech. We can see then measuring them against a standard based on the whether we can understand them or not, or perhaps more accurately, whether a typical listener could.<sup>26</sup>

Speakers need to be able to understand and obey the rules of structure, lexis and discourse when they speak. Again, this is easy to evaluate through observation, although we need to start thinking now about providing the speaker with suitable tasks and suitable context, e.g. in interaction with other speakers. Observing the speaker, we can ask question such as;

1. Is the speaker choosing the right vocabulary? Does it make sense? Is it formal enough? Does it collocate with other word correctly
2. Is the speaker following the rules about grammatical structure?
3. Is the speaker connecting together that they say and connecting this with what other speaker say effectively? In other words, is it coherent and cohesive?<sup>27</sup>

It is clear the speakers need to be able to understand and use paralinguistic devices. We can convey an enormous amount with the use of eye contact and facial expression. For example, it is difficult to evaluate many of these factor features explicitly. The speaker's use of gestures, expressions and verbal too; such as noises can be observed, but can we establish standard, correct use? Eye contact, movement

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<sup>26</sup> [www.TeachingEnglish.org.uk](http://www.TeachingEnglish.org.uk)

<sup>27</sup> [www.TeachingEnglish.org.uk](http://www.TeachingEnglish.org.uk)

of body and head, and posture all send powerful messages but how do we describe them in a framework for evaluation? How do we elicit them in controlled form?<sup>28</sup>

In addition to this, we may feel that is not appropriate to evaluate this area at all as part of spoken language testing, and that the best way to address these may be under another heading, such as intercultural communicative competence.<sup>29</sup>

## J. Syllabus and Lesson Plan

### 1. Syllabus

Syllabus is a more detailed and operational statement of teaching and learning elements which translates the philosophy of curriculum into a series of planned steps leading towards more narrowly defined objectives at each level.<sup>30</sup>

The most apparent practical classroom application of functional description of language found in the development of functional syllabus. Functional syllabus remain today in modified form. A typical current language textbook will list a sequence of communicative functions that are covered. According to Brown, there are some functional of syllabus as follows:

1. Introducing self and other people
2. Exchanging personal information
3. Asking how to spell someone's name
4. Giving commands
5. Apologizing and thanking
6. Identifying and describing people
7. Asking for information.<sup>31</sup>

Here the example of syllabus based on STAIN Palangka Raya

<sup>28</sup> Ww.teachingenglish.org.uk

<sup>29</sup> www.teachingenglish.org.uk

<sup>30</sup> H. Douglas Brown, *Teaching By Principles*. Newyork:Longman, 2001.P 252

<sup>31</sup> *Ibid*, P. 253

## Speaking II

Code : TBI. 509.2  
 Credit Points : 2 SKS  
 Prerequisite : PTA.111.1 Speaking

### I. Objectives

This course is designed to enable the students so speak English at the pre intermediate level covering more various topics of daily conversation correctly and fluently.

### II. Materials

The course deals with more language functions as follows:

1. Talking more present condition and activities
2. Talking more about experience
3. Talking more about plans and ambitions
4. Asking and giving opinion and advise
5. Agreeing and disagreeing
6. Complaining, warning and apologizing
7. Describing people and places

### III. References

English Language service Inc. English 900, Book 4 to 6. New York: Collier

Macmillan International

Mardiani, Siti Era. 1994/1995. *Materi Pokok Speaking*. Jakarta: Depdikbud RI.

Soar, Liz and John, 1993. *Weadway Upper-Intermediate*. Oxford Universityy Press.<sup>32</sup>

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<sup>32</sup> Lesson Plan of STAIN Palangka Raya



## SPEAKING IV

Code : TBI. 511.2  
Credit : 2 SKS  
Prerequisite : PTA

## I. Objectives

This course is designed to enable the students to express what on their minds correctly and fluently with specific technique terms and glossaries according to particular.

## II. Materials

1. Discussion
2. Movie action
3. Public speech
4. Job interview
5. presentation
6. Formal meeting
7. Public debate
8. Sport language
9. Class activity and game
10. News preparing

## III. References

Mary Ann, 1997. *English 900 one two*, Mac Milan, New York

Peter Watcyn Jones, 1984, *Pair Work one A-B*, Penguin English, Great Britain

Co. Australia, Mel Silberman 1996. *Active Learning*, Temple University, Bosron

Ary Ann Cristensson and Aharoun Bausano, 1982. *Look Who's Talking*, The Alemany Press, San Fransisco.

Binham, Philip. 1974. *How to Say it*. Jogja, Kasinius

L.G. Alexander. 1975. *Practice and Progress*, Jogjakarta: Kasinius English Learning

White board

English Learning and Teaching Related Websites in the Internet

Other appropriate source language of references

## 2. Lesson Plan

According to Muslich lesson plan or *rencana pembelajaran adalah rancangan pemebelajaran mata pelajaran per unit yang akan diterapkan guru dalam pembelajaran di kelas*<sup>33</sup>. (Lesson plan is learning organizing of the subject that be done by teacher in the classroom). Based on the lesson plan the teacher is expected to be bale to apply the learning so well so that the lesson plan should has the great applicable. Without the serious planning of teaching, it is nonsense that the process of teaching will be achieved perfectly and maximally. In the other side that lesson plan can be used to measure the teacher knowledge and insight.

According to muslich that lesson plan should contain the elements such as:

- a. *Standar kompetensi, kompetensi dasar, dan indicator pencapaian hasil belajar.*
- b. *Tujuan Belajar*
- c. *Materi Pembelajaran*
- d. *Pendekatan dan metode pembelajaran*
- e. *Langkah-langkah kegiatan pembelajaran*
- f. *Alat dan Sumber Belajar*

<sup>33</sup> Mansur Muslih, *Pembelajaran Berbasis Kompetensi & Konstekstual Panduan bagi Guru, Kepala Sekolah & Pengawas Sekolah*, Jakarta: PT Bumi Akasara, y. 2007. P. 53.

g. *Evaluasi pembelajaran.*<sup>34</sup>

- a. Competency standard, basic competence, and indicator
- b. The objective of the study
- c. The materials of the study
- d. Approach or method of the study
- e. Procedure of the study
- f. The media and references
- g. The evaluation of the study

Based on the elements of the lesson plan can be seen the format of lesson plan as follows:

No	Basic competence	Main materials	Indicators	Learning Strategy	Media	references
1.	The students are able to speak English in simple dialogue covering various topics of their daily situation and activity	Talking more about present conditions and everyday routine  Talking more about experiences traffic accidents/polite story  Talking more about plans and ambition journey by air	The students are able to use English in sharing their routines with partner.  The students are able to use English to tell their experiences  The students are able to use English to talk about plans and the ambitions	The students divided to be two group and make dialogue  The students are give the opportunity to tell story about traffic accidents  A pair of the students make conversation the plans	White Board  handout	1. English 900 2. Mardiani Siti Era. 1994. <i>Materi Pokok Speaking</i> . Jakarta: Depdikbud RI 3. Soar, Liz & John, <i>Headway their daily</i> . Upper Intermediate Press. 4. www. Online.org.uk. 5. www. Fun-

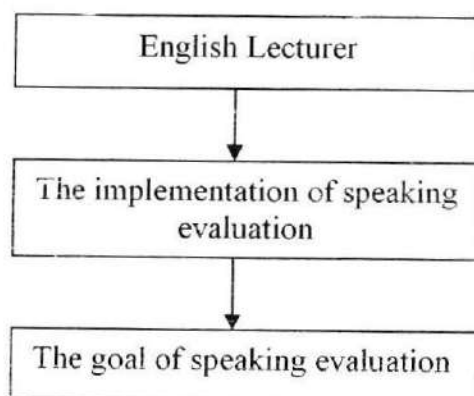
<sup>34</sup> Ibid. P. 53

					game ws.
		Midle test		Role play of discussion in the class	
		Asking and giving opinion and advice	The students are able to ask and give opinion and advice using good expression in dialogue	The students are expected to make opinion to the other people of relationship	
		Complaining warning and apologizing	The students are able to complain to someone	The students are grouped to arrange particular situation to complain and apologize.	
		Describe people direction and physical feature	The students are able to describe people and place	the students make play	
		Final test		Interview and role play	

### K. Frame of Thinking

The implementation of speaking evaluation done by English teacher is very important part of result in teaching English. Based on the curriculum 2004 demands to the students must achieve a competence that included in teaching indicator. Here, the teacher has an important role in achieved of purpose in last teaching. The teacher must know the characteristics of a lesson in order to be able to expand the curriculum which competence basic and given the evaluation to their students. Teacher must given the best for their students and the students must concrete in class in order to understand what the teacher teach.

So, the frame of thinking in this study as follows:





# CHAPTER III



### CHAPTER III

#### THE RESULT OF THE STUDY AND DISCUSSION

#### A. The Implementation of teaching speaking evaluation at STAIN palangkaraya

##### 1. The Observation of Speaking II (class A, B, and C)

###### a. First Activities

Based on the observation in speaking II class A, B, and C which consisted in different number of students, Ms. Z Q has done the similarity of techniques in teaching speaking II. The lecturer opened the class activities took place on the room D<sub>2.5</sub> by greeting the students and asked some questions the materials that was prepared by the students as a warming up. And then she ordered to the students in reading the main materials first then to be presented in the front of the others students orally. Sometimes she has asked to the students to make conversation and group of discussion. Sometimes one main material was accomplished in two meeting.

The lecturer sometimes gave the way how to speak English fluently and how speak English in the front of the audience without nervous. So that, the students have to follow it. It was very important to them especially to improve their mental, their strategy in speaking.

She provided the time for the students to present their materials about defining and telling based on the main materials. In this class there was no translation on English into the mother tongue. All of the language interaction between students to the students and students to lecturer used English. It was



for speaking class in order to motivate the students that had low motivation to speak up.

b. Core Activities

First, lecturer delivered the sort explanation about the main materials and the other way how to speak well in daily activities. Then, he gave the time for the students prepared their selves to present their materials in the front of the audience orally. The lecturer has given to every student to present the main materials minimally 5 minutes for one student.

In the classroom activities, the students were expected not only to speak but also to think in English. Then, the lecturer forbade the students to read their writing or material that had been designed by the students. The lecturer gave warning that the class was not reading but speaking.

c. Closing activities

When the time was over there were some students that had present yet their material to define and explain the main material. Because of limited time in amount of large students, so the lecturer the students had to present the main material in the next meeting. The lecturer reminded all the students to prepare the materials and their selves for the next meeting and gave some correction about the students' performance that still used pattern from native language. The lecturer also motivated them to be better for the next.

d. Time

Teaching Speaking II for every class (A, B and C) has the allocation time to each class to deliver the material at 1 x 50 minutes. This allocation

time should be divided for 28 (twenty eight) students (class A and class B), and for 12 (twelve) students for class C.

e. Materials

The material of speaking II was based on the syllabus of speaking II that consist of:

- 1). Talking more present condition and activities
- 2). Talking more about experience
- 3). Talking more about plans and ambitions
- 4). Asking and giving opinion and advise
- 5). Agreeing and disagreeing
- 6). Complaining, warning and apologizing
- 7). Describing people and places

f. Method

In teaching speaking II (class A, B and C) the lecturer began the activities with conversation or dialogue and modern conversation style totally in English. Then, the students took turn speaking section of passage, parched the conversation, discussion or dialogue aloud in the front of the class.

Based on the explanation above, the writer analyzed that Direct Method could be done by the lecturer in teaching Speaking II on every class. In can bee seen that the communication used in teaching speaking II by English language.

g. Media

The lecturer used the media such as article, short paper, script dialogue, picture, photograph, and brochure to teach the students in the classroom. The media was adapted based on the main material taught. Every main material of speaking II has different media, although sometimes it has similarity media. The lecturer ordered the students to learn about main material and then applied it in speaking orally.

h. Evaluation

The lecturer evaluated that the students were able to communicate clearly and fluently using the students' indicators and scoring criteria.. They were included:

1). Cognitive Domain

The lecturer evaluated the ability of the students in expressing phrases often used briefly and clearly in some conversational situations on main materials.

2). Affective Domain

The lecturer evaluated the students' performance, body language, pronunciation and the students' efforts in preparing the main materials.

3). Psychomotor Domain

The lecturer evaluated the students' ability to recognize the idea and students' understanding about the topic that they talked.

## **The Implementation of teaching speaking evaluation at STAIN palangkaraya**

### **2. The Observation of Speaking IV (class A, B and C)**

#### **a. First Activities**

Based on the observation in speaking IV class A, B, and C which consisted in different number of students, Mr. I S done the similarity of techniques in teaching speaking IV in every class (A, B and C class). The lecturer opened the class activities took place on the room D<sub>2.6</sub> by greeting the students and asked some questions of the materials that was prepared by the students as a warming up. And then he ordered to the students to read the main materials first then it was presented in the front of the others students orally. Sometimes He ordered the students to make conversation and group of discussion. Sometimes one main material was done on two meeting.

He provided the time for the students to present their materials about defining and telling based on the main materials. In this class there was no translation on English into the mother tongue. All of the language interaction between students by students and students by lecturer used English. It was for speaking class in order to motivate the students that had low motivation to speak up.

#### **b. Core Activities**

First, lecturer delivered the sort explanation about tea min materials and the other way how to speak well in daily activities. Then, he gave the time for the students prepared their selves to present their materials in the front of

the audience orally. The lecturer gave to every student to present the main materials minimally 5 minutes for one student.

In the classroom activities, the students were expected not only to speak but also to think in English. Then, the lecturer forbade the students to read their writing or material that had been designed. The lecturer gave warning that the class was not reading but speaking.

c. Closing activities

When the time was over, there were some students who had not presented yet their material to define and explain because of limited time in amount of large students, so the lecturer ordered the students to present the main material in the next meeting. The lecturer reminded all the students to prepare the materials and their selves for the next meeting and gave some correction about the students' performance using pattern from native language. The lecturer also motivated them to be better for the next.

d. Time

Teaching Speaking IV for every class (A, B and C) had the allocation time to each class to deliver the material at 1 x 50 minutes. This allocation time should be divided for 18 (Eighteen) students (class A), 30 (thirty) students (class B) and 26 (twenty six) students (class C). So the lecturer must set up the time accurately.

e. Materials

The material of speaking IV was based on the syllabus of speaking IV that consists of:

1. Discussion
  2. Movie action
  3. Public speech
  4. Job interview
  5. presentation
  6. Formal meeting
  7. Public debate
  8. Sport language
  9. Class activity and game
  10. News preparing
- f. Method

In teaching speaking IV (class A, B and C) the lecturer began the activities with conversation or dialogue and modern conversation style totally in English. Then, the students took turn speaking section of passage, play, conversation, discussion or dialogue aloud in the front of the class.

Based on the explanation above, the writer analyzed that Direct Method was done by the lecturer in teaching Speaking IV on every class. It can be seen that the communication used in teaching speaking IV by English language.

g. Media

The lecturer used the media such as article, short paper, script dialogue, picture, photograph, and brochure to teach the students in the classroom.

#### h. Evaluation

The lecturer evaluated that the students were able to communicate clearly and fluently using the students' indicators and scoring criteria. They were included:

##### 1). Cognitive Domain

The lecturer evaluated the ability of the students in expressing phrases often used briefly and clearly in some conversational situations on main materials.

##### 2). Affective Domain

The lecturer evaluated the students' performance, body language, pronunciation and the students' efforts in preparing the main materials.

##### 3). Psychomotor Domain

The lecturer evaluated the students' ability to recognize the idea and students' understanding about the topic that they talked.

#### **B. The Implementation of Speaking Evaluation Done By English Lecturers at Palangka Raya Islamic State College.**

Evaluation is a part of teaching learning process. It was done by all of teachers. The evaluation was expected to be able to increase and develop the learning target result in order that it can ensure the quality of the learner output. Speaking is as one of the subject in learning English language that has great role for communicating. In the reality someone can speak English fluently without any troublesome it prove that he/she master English so well. Therefore during the lecturers taught the students of course they apply the evaluation.

Based on the observation, speaking lesson divided to be two speaking lesson that consist of speaking II and IV and it was thought by different lecturers. Speaking II was handled by Ms. Z Q. S.Pd.I and Speaking IV was handled by Mr. I S. S.Pd.

### 1. Speaking II

The objective of Speaking II is designed to enable the students to speak English at pre intermediate level covering more various topics of daily conversation correctly and fluently. And its basic competence was *berbicara, merespon atau melakukan percakapan interpersonal dan fungsional sehari-hari dalam bahasa inggris secara lancar dan berterima*. (Talking, responding and doing daily interpersonal and fungsional conversation in English fluently and acceptably).

In speaking II was divided to be three classes, that consist of class A, class B, and Class C. Every class has different number of the students. It can be seen in the table bellow:

**Table 3.1**  
**The Number of the Students**

No.	Class	Number of students
1.	A	28
2.	B	28
3.	C.	12

But based on the interview with the lecturer of speaking II Ms. Z Q said that the evaluation was done in speaking II in every class (A, B and C) has similarity with from the same syllabus used as references.. The main material was taught based on the schedule of speaking II. It can be seen from table bellow:



**Table 3.2**  
**The Schedule of Speaking II**

No.	Class	Day	Time	Place
1.	A	Thursday	07.00-08.40	Classroom D <sub>2</sub> - 6
2.	B	Friday	15.00-16.40	Classroom D <sub>2-5</sub>
3.	C.	Tuesday	09.00-08.40	Classrom D <sub>2</sub> -6

Every main material of speaking II, the lecturer directly gave the evaluation. The lecturer evaluated the students with some ways that relevant with the title of discussion of main material. And then she ordered the students learn the materials and presented it orally. Sometimes the lecturer evaluate the students by written task such they made design proposal, paper, and the other task. It was done based on the main materials taught in the teaching process. Besides the lecturer evaluated the students in speaking II by seeing some indicators such as:

a. Affective Domain

To score of the students' affective domain, the lecturer saw the students' behavior and students, characteristic to follow the material that was been being though by the lecturer. According to the lecturer that 90 % of the students appreciated to follow the material of speaking II so well. The lecturer can evaluate the students' performance, body, language, pronunciation, and students' efforts in preparing the materials.

b. Cognitive Domain

To determine value of cognitive domain score, the lecturer determined the students' cognitive domain by seeing the students' ability in expressing the phrases used when the students were defining and explaining something in speaking case in attractive way confidently and clearly.

c. Psychomotor Domain

To determine value of psychomotor domain, the lecturer determined it by seeing the students' ability to recognize their ideas and students' understanding about the topic that they talked based on the material of speaking II.

After seeing the indicators above, the lecturer scored the students ability in speaking as follows:

**Table 3.3**  
**Scoring of Speaking Subject II**

No	evaluated aspect	score
1.	Vocabularies	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
2.	Pronunciation	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
3.	Grammar	76% - 100% right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1
4.	Comprehension	76 % - 100 % right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1
5.	Fluency	Very fluency = 3
		Fluency = 2
		Less fluency = 1

Every main material has different way to evaluate the students' skills in speaking. The material based on the syllabus of speaking II. Evaluation was done by lecturer by seeing the main material (topic) in the syllabus term. After that the lecturer adapted with the way of evaluation and the main material. Based on syllabus of speaking II, the materials consist of

a. Talking More about present conditions and activities

In this main material has the indicator that the students are able to speak and communicate about the present condition and activities in daily life. In this main material had time allocation 2 x meeting (2 x 50 minutes). In this main material, the lecturer ordered the students to make conversation in the front of the classroom. The lecturer ordered the students on couple and then made the conversation about present conditions and the daily activities.

By this way, the lecturer saw the students' ability in speaking about present condition and then the lecturer gave scoring based on:

**Table 3.4**  
**Scoring of Speaking Subject II**

No	evaluated aspect	score
1.	Vocabularies	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
2.	Pronunciation	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
3.	Grammar	76% - 100% right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1
4.	Comprehension	76 % - 100 % right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1
5.	Fluency	Very fluency = 3
		Fluency = 2
		Less fluency = 1

By seeing the criteria scoring, the lecturer chose where the students were best, better, enough, and less in speaking about present condition and

activities. After that the lecturer scored every student using the criteria of scoring above.

b. Talking more about Experience

In this main material has the indicator that the students are able to speak and communicate about their experience in their life. In this main material had time allocation 2 x meeting (4 x 50 minutes). In this sub topic, the students were ordered by the lecturer to tell one by one in the front of the classroom. By this way, the lecturer saw the students' ability in speaking about experience orally and scored the student by criteria scoring as follows:

**Table 3.5**  
**Scoring of Speaking Subject II**

No	evaluated aspect	score
1.	Vocabularies	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
2.	Pronunciation	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
3.	Grammar	76% - 100% right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1
4.	Comprehension	76 % - 100 % right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1
5.	Fluency	Very fluency = 3
		Fluency = 2
		Less fluency = 1

By seeing the criteria scoring, the lecturer saw where the students were best, better, enough, and less in speaking about main material above. After that the lecturer scored every student using the criteria of scoring above.

c. Talking more Plans and ambition

In this main material has the indicator that the students are able to speak and communicate about their plans and ambition in their life. In this main material had time allocation 2 x meeting (4 x 50 minutes). In this sub topic, the students were ordered by the lecturer to tell one by one in the front of the classroom. They told about their plans and ambition. Lecturer looked at every student when they were telling it.

By this way, the lecturer saw the students' ability in speaking about their plans and ambitions and then scored the students by criteria scoring as follows:

**Table 3.6**  
**Scoring of Speaking Subject II**

No	evaluated aspect	score
1.	Vocabularies	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
2.	Pronunciation	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
3.	Grammar	76% - 100% right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1
4.	Comprehension	76 % - 100 % right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1
5.	Fluency	Very fluency = 3
		Fluency = 2

		Less fluency	= 1
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By seeing the criteria scoring, the lecturer determined where the students were best, better, enough, and less in speaking about present condition and activities. After that the lecturer scored every student using the criteria of scoring above.

d. Talking more about opinion and advisement

In this main material has the indicator that the students are able to speak and communicate about their opinion and the advisement their life. In this main material had time allocation 1 x meeting (4 x 50 minutes). In this sub topic, the students were ordered by the lecturer to make group discussion. They discussed with their group about opinion and advisement while the lecturer looked at every group when they were telling it.

By this way, the lecturer saw the students' ability in speaking about opinion and advisement and then the lecturer scored by criteria scoring as follows

**Table 3.7**  
**Scoring of Speaking Subject II**

No	evaluated aspect	score
1.	Vocabularies	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
2.	Pronunciation	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
3.	Grammar	76% - 100% right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1

4.	Comprehension	76 % - 100 % right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1
5.	Fluency	Very fluency = 3
		Fluency = 2
		Less fluency = 1

By seeing the criteria of scoring, the lecturer saw the students were best, better, enough, and less in speaking about opinion and advice. After that the lecturer scored every student by using the scoring criteria above.

e. Talking more about Agreeing and Disagreeing

In this main material has the indicator that the students are able to speak and communicate about Agreeing and Disagreeing in the life. In this main material had time allocation 2 x meeting (4 x 50 minutes). In this main material, the students were ordered by the lecturer to make group discussion. They discussed with their group about agreeing and disagreeing opinion to the other people and then they practiced with their partner in the discussion form while lecturer observed at every group when they showed it.

By this way, the lecturer saw the students' ability in speaking about Agreeing and Disagreeing and then scored the students' speaking result by criteria scoring as follows:

**Table 3.8**  
**Scoring of Speaking Subject II**

No	evaluated aspect	score
1.	Vocabularies	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
2.	Pronunciation	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
3.	Grammar	76% - 100% right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1
4.	Comprehension	76 % - 100 % right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1
5.	Fluency	Very fluency = 3
		Fluency = 2
		Less fluency = 1

By seeing the aspect of scoring, the lecturer selected to the students were best, better, enough, and less in speaking about Agreeing and disagreeing. After that the lecturer scored every student by using the scoring criteria above.

f. Talking more about complaining, warning and apologizing

In this main material has the indicator that the students are able to speak and communicate about Complaining, warning and in their life. In this main material had time allocation 2 x meeting (4 x 50 minutes). In this sub topic, the students were ordered by the lecturer to make conversation practice or role play. They told how to complain, give warning, and apologize to the other people. Lecturer looked at every student when the students were telling it.



By this way, the lecturer saw the students' ability in speaking about complaining, giving the warning and apologizing and then the lecturer scored the students by criteria scoring as follows:

**Table 3.9**  
**Scoring of Speaking Subject II**

No	evaluated aspect	score
1.	Vocabularies	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
2.	Pronunciation	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
3.	Grammar	76% - 100% right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1
4.	Comprehension	76 % - 100 % right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1
5.	Fluency	Very fluency = 3
		Fluency = 2
		Less fluency = 1

By seeing the criteria of scoring, the lecturer chose where the students were best, better, enough, and less of speaking in the main material above. After that the lecturer scored every student using the criteria of scoring above.

g. Describing people and place

In this main material has the indicator that the students are able to speak and communicate about describing people. In this main material had time allocation 1 x meeting (4 x 50 minutes). In this sub topic, the students were ordered by the lecturer to tell as individual presentation in the front of

the class. They discussed with their group about opinion and advisement while lecturer looked at every student when they were telling it.

By this way, the lecturer saw the students' ability in speaking about how to describe people and place orally and then the lecturer scored by criteria scoring as follows:

**Table 3.10**  
**Scoring of Speaking Subject II**

No	evaluated aspect	score
1.	Vocabularies	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
2.	Pronunciation	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
3.	Grammar	76% - 100% right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1
4.	Comprehension	76 % - 100 % right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1
5.	Fluency	Very fluency = 3
		Fluency = 2
		Less fluency = 1

By seeing the criteria scoring, the lecturer can choose where the students are best, better, enough, and less in speaking about the main material above. After that the lecturer can score every student using the criteria of scoring above.

## 2. The Goal of Evaluation on Speaking II

Based on interview with the lecturer who teaches the speaking II said that the purpose of implementation of evaluation speaking II is to asses how far the students' comprehension to the material of speaking based on the indicators.

## 3. Speaking IV

The objective of Speaking IV is designed to enable the students to speak English at pre-intermediate level covering more various topics of daily conversation correctly and fluently. And its basic competence was *berbicara, merespon atau melakukan percakapan interpersonal dan fungsional sehari-hari dalam bahasa inggris secara lancar dan berterima*. (Talking, responding and doing daily interpersonal and fungsional conversation in English fluently and acceptably).

In speaking IV was divided to be three classes, that consisted of class A, class B, and Class C. Every class had different number of the students. It can be seen in the table bellow:

**Table 3.11**  
**The student number of speaking IV**

No	Class	Number of students
1.	A	18
2.	B	30
3.	C.	26

Based on the interview with the lecturer of speaking IV Mr. I S said that the speaking evaluation done in every class (A, B and C) had similarity with the same syllabus used as references. The evaluation did in every main material of

speaking IV. The main material was taught based on the schedule of speaking IV and it can be seen from table bellow:

**Table 3.12**  
**The schedule of speaking IV**

No.	Class	Day	Time	Place
1.	A	Thursday	07.00-08.40	Classroom D <sub>2-6</sub>
2.	B	Friday	15.00-16.40	Classroom D <sub>2-5</sub>
3.	C.	Tuesday	09.00-08.40	Classrom D <sub>2-6</sub>

In speaking IV of class A, B, and C who was thought by Mr. I S. S.Pd. Evaluation was done based on the main materials of speaking IV and its main material was taken from the syllabus of speaking lesson IV after that the lecturer evaluated the students based on the indicator bellow:

a. Affective Domain

To value the score of students' affective domain, the lecturer saw the students' behavior and students' characteristic to follow the material than has been being though by the lecturer. According to lecturer that 80 % of the students appreciated to follow the material of speaking IV so well. The lecturer evaluated the students by seeing the students' performance, body, language, pronunciation, and students' efforts in preparing the materials.

b. Cognitive Domain

To determine value of cognitive domain score, the lecturer determined the students' cognitive domain by seeing the students' ability in expressing the phrases used when they were defining and explaining something in speaking case in attractive way confidently and clearly.

c. Psychomotor Domain

To determine value of psychomotor domain, the lecturer determined it by seeing the students' ability to recognize their ideas and students' understanding about the topic that they talked based on the material of speaking IV.

The lecturer used the scoring to evaluate the students as follows:

**Table 3. 13**  
**Scoring of Speaking Subject IV**

No	evaluated aspect	score
1.	Vocabularies	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
2.	Pronunciation	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
3.	Grammar	76% - 100% right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1
4.	Comprehension	76 % - 100 % right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1
5.	Fluency	Very fluency = 3
		Fluency = 2
		Less fluency = 1

Every main material had different way to evaluate the students' skill in speaking. Here based on IPD the evaluation was done by lecturer based on syllabus. The lecturer did the evaluation in every main material on syllabus. Based on syllabus of Speaking IV the materials consist of:

a. Discussion

In this main material, the lecturer ordered the students to make the group of discussion. And they had to do discussion about the main material above. In this discussion the students spoke orally about discussion in their group and they were given for every group to discuss about the main material more than 5 minutes. This meeting needed time allocation 1x 60 minutes for the twenty until thirty students.

After the students spoke orally about the main material above, the lecturer evaluated the students' speaking based on the indicator that consisted of:

**Table 3.15**  
**Scoring of Speaking Subject**

No	evaluated aspect	score
1.	Vocabularies	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
2.	Pronunciation	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
3.	Grammar	76% - 100% right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1
4.	Comprehension	76 % - 100 % right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1
5.	Fluency	Very fluency = 3
		Fluency = 2
		Less fluency = 1

By seeing the scoring above, the lecturer saw where the students were best, better, enough, and less in speaking about the main material above. After that the lecturer scored every student using the criteria of scoring above.

b. Movie action

In this main material, the lecturer ordered the students took the floor one by one and then they told about favorite movie. Every student was given the free option about their favorite movie. They were given 5 minutes to tell it. In this main material, the students used by the picture that was prepared by students before. The lecturer gave the score by seeing the score as follows:

**Table 3.16**  
**Scoring of Speaking Subject**

No	evaluated aspect	score
1.	Vocabularies	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
2.	Pronunciation	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
3.	Grammar	76% - 100% right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1
4.	Comprehension	76 % - 100 % right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1
5.	Fluency	Very fluency = 3
		Fluency = 2
		Less fluency = 1

By seeing the criteria scoring, the lecturer saw where the students were best, better, enough, and less in speaking about the main material above. After that the lecturer scored every student using the criteria of scoring above.

## c. Public speech

In this main material, the lecturer ordered the students to make the couple, one couple consist of 3 persons and the have to make the paper and discussed in the front of the class. The students discussed about the main material above. One couple was given 10 minutes to presents the paper about public speech and changed by the other couple until finish. To evaluate the students' ability in the public speech above based on:

**Table 3.17**  
**Scoring of Speaking Subject**

No	evaluated aspect	score
1.	Vocabularies	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
2.	Pronunciation	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
3.	Grammar	76% - 100% right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1
4.	Comprehension	76 % - 100 % right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1
5.	Fluency	Very fluency = 3
		Fluency = 2
		Less fluency = 1

By seeing the criteria scoring, the lecturer saw where the students were best, better, enough, and less in speaking about the main material above. After that the lecturer scored every student using the criteria of scoring above.



## d. Job interview

In this main material the students made couple that consists of two students. They were expected to be company director and the employee who looked for job. In this term, they practiced the dialogue that relevant with the main material above. The couple was given 5 minutes to practice it. The lecturer saw them and scored them based on:

**Table 3.18**  
**Scoring of Speaking Subject**

No	evaluated aspect	score
1.	Vocabularies	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
2.	Pronunciation	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
3.	Grammar	76% - 100% right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1
4.	Comprehension	76 % - 100 % right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1
5.	Fluency	Very fluency = 3
		Fluency = 2
		Less fluency = 1

By seeing the criteria scoring, the lecturer indentified where the students were best, better, enough, and less in speaking about the main material above. After that the lecturer scored every student based on the criteria of scoring above.

e. Presentation

In this main material the student ordered to make proposal design from internet. After that they spoke in the front of the class based on their proposal design. Every student presented their design proposal about 5 minutes while the lecturer evaluated the students by seeing the scoring as follows:

**Table 3.19**  
**Scoring of Speaking Subject**

No	evaluated aspect	score
1.	Vocabularies	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
2.	Pronunciation	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
3.	Grammar	76% - 100% right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1
4.	Comprehension	76 % - 100 % right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1
5.	Fluency	Very fluency = 3
		Fluency = 2
		Less fluency = 1

By seeing the criteria scoring, the lecturer looked at the students were best, better, enough, and less in speaking about the main material above. After that the lecturer scored every student using the criteria of scoring above.

f. Formal meeting

The students made the couple that consisted of two students of one couple. Then they conversed about formal meeting. In this main material the

student conversed in the front of the class. They practiced while shacked hand each other and said greeting to each other. Every student was given about 5 minutes while the lecturer evaluated the students by seeing the scoring as follows:

**Table 3.20**  
**Scoring of Speaking Subject**

No	evaluated aspect	score
1.	Vocabularies	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
2.	Pronunciation	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
3.	Grammar	76% - 100% right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1
4.	Comprehension	76 % - 100 % right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1
5.	Fluency	Very fluency = 3
		Fluency = 2
		Less fluency = 1

By seeing the scoring above, the lecturer saw where the students were best, better, enough, and less in speaking about the main material above. After that the lecturer scored every student in their speaking mastery.

g. Public debate

In this main material, the student made the debate group that consists of 5 students and then they did debating. In this term, the group divided to be

positive group and negative group. They ordered make the proposal and then debated it while the lecturer evaluated them by seeing the scoring as follows:

**Table 3.21**  
**Scoring of Speaking Subject**

No	evaluated aspect	score
1.	Vocabularies	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
2.	Pronunciation	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
3.	Grammar	76% - 100% right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1
4.	Comprehension	76 % - 100 % right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1
5.	Fluency	Very fluency = 3
		Fluency = 2
		Less fluency = 1

By seeing the criteria scoring, the lecturer saw where the students were best, better, enough, and less in speaking about the main material above. After that the lecturer scored every student using the scoring above after that the lecturer scored based on their proposal made.

#### h. Sport language

In this main material the students spoke in the front of the class about sport language. Every student was given the opportunity to choose their favorite sport and told it orally. Every student was given about 5 minutes to tell about sport while the lecturer evaluated the students by seeing the scoring as follows:

**Table 3.22**  
**Scoring of Speaking Subject**

No	evaluated aspect	score
1.	Vocabularies	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
2.	Pronunciator	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
3.	Grammar	76% - 100% right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1
4.	Comprehension	76 % - 100 % right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1
5.	Fluency	Very fluency = 3
		Fluency = 2
		Less fluency = 1

By seeing the criteria scoring, the lecturer saw where the students were best, better, enough, and less in speaking about the main material above. After that the lecturer scored every student using the criteria of scoring above.

i. Class activity and game

In this main material the students divided become 5 groups and then they were ordered to make the game in the front of the class. Every group was given about 15 minutes showed their game. Every group had the different game that performed in the front of the classroom. The lecturer evaluated the students by seeing the scoring as follows:

**Table 3.23**  
**Scoring of Speaking Subject**

No	evaluated aspect	score
1.	Vocabularies	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
2.	Pronunciation	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
3.	Grammar	76% - 100% right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1
4.	Comprehension	76 % - 100 % right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1
5.	Fluency	Very fluency = 3
		Fluency = 2
		Less fluency = 1

By seeing the criteria scoring, the lecturer saw where the students were best, better, enough, and less in speaking about the main material above. After that the lecturer scored every student using the scoring above.

j. News preparing

In this main material the students spoke in the front of the class to become the reporter. The students spoke orally based on the topic that was chosen by them. In this term between one student and the other student reported different topic of news. Every student was given about 5 minutes to be reporter who reported the news like in the television while the lecturer evaluated the students by seeing the scoring as follows:

**Table 3.24**  
**Scoring of Speaking Subject**

No	evaluated aspect	score
1.	Vocabularies	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
2.	Pronunciation	81% - 100% right = 4
		61% - 80 % right = 3
		30% - 60 % right = 2
		Less than 30 % right = 1
3.	Grammar	76% - 100% right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1
4.	Comprehension	76 % - 100 % right = 4
		51% - 75 % right = 3
		25% - 50 % right = 2
		Less than 25 % right = 1
5.	Fluency	Very fluency = 3
		Fluency = 2
		Less fluency = 1

By seeing the scoring above, the lecturer saw where the students were best, better, enough, and less in speaking about the main material above. Based on the scoring above, the lecturer determined about all of aspect to evaluate the students one by one and after that the lecturer scored them. By this technique was hoped the lecturer can be objective to evaluate the students' ability in their speaking without any pressure from other people.

#### 4. The Goal of the Evaluation on Speaking IV

Based on the interview the goal of evaluation done by lecturer was to measure how far the students' ability in speaking orally to the target language (English language).

this technique was hoped the lecturer can be objective to evaluate the students' ability in their speaking without any pressure from other people.

#### **4. The Goal of the Evaluation on Speaking IV**

Based on the interview the goal of evaluation done by lecturer was to measure how far the students' ability in speaking orally to the target language (English language).





# CHAPTER IV

## CHAPTER IV

### CLOSURE

#### A. Conclusion

Based on the result of study and discussion can be seen that the implementation of evaluation on speaking II and IV was done by different lecturer. It was known that speaking II was taught by Ms. Z Q S.Pd.I and speaking IV was taught by Mr. I S. S.Pd. Both of lecturers had the similarity in implementation of speaking evaluation when they evaluated the students in speaking lesson. Both of lecturers evaluated the students based on domain indicator that consists of affective domain, cognitive domain, and psychomotor domain to the students. They evaluated the students' on speaking based on the syllabus of each lesson and then they made the score criteria to determine the students' score in speaking. They scored by seeing students' vocabularies mastery: 81%-100% right was given score 4.61%-80% was given 3 score, 30%-60% right was given score 2 and less than 30% right was given the score 1 and then students' Pronunciation mastery: score 81%-100% right was given score 4.61%-80% was given 3 score, 30%-60% right was given score 2 and less than 30% right was given the score 1 and then the students' grammar mastery had the criteria that 76%-100% right was give the score 4.51-75% right was given score 3.25-50 right was given score 2 and less than 25% was give the score 1 and then the students' mastery in comprehension of material had the score criteria that 76%-100% right was give the score 4.51-75% right was given score 3.25-50 right was given score 2 and less than 25% was give the score 1 and then the students' fluency in the

speaking of the main material had the score criteria that very fluency was given score 3, fluency was given score 2 and less of fluency was given score .

**B. Suggestion**

1. The lecturer should be maximal on evaluating the students' in speaking fluently.
2. The lecture should be able to give the best way to students' improving on speaking.
3. The student should be able to adapt with the scoring criteria so that they can find the score maximally.



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HyriyeKayi<http://unr.edu/homepage/hayriyekkayih> [at] unr.nevada.eduUniversity

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## Appendix:

### Hasil interview:

**Nama** : Zaitun Qomariyah, S.Pd.I  
**Dosen** : Speaking II

1. Evaluation did as orally and written . And it was supported by using some media like using picture cart, proposal design, and paper.
2. One meeting of speaking material was given about 1 x 100 minutes to handle about 20 students or more in one meeting. Then, in speaking II consisted of three class A, B and C. as the result, the lecturer divided the time based on sub topic in speaking syllabus II. To cover 20 students, I gave one students was about 5-10 minutes to be used by them on their speaking.
3. Evaluation speaking was rather subjective and it was based on the students' ability of students' nature.
4. To evaluate the students, syllabus became the references to be evaluated; it was also part of speaking subject. The material of speaking II based on the syllabus so that every material can be done evaluation. It can be seen from the copied book used on speaking II.
5. Evaluation speaking II was using scoring where the scoring was used to score students' ability in the speaking II subject. To score the students' ability on speaking was based on the scoring that made by speaking lecturer. The scoring format usually saw from the aspect mastery on pronunciation, grammar, performance, diction etc. It was also same with the scoring format used on speaking IV.
6. Speaking evaluation was done by seeing the students' domain psychomotor, domain affective, and domain cognitive. By seeing the aspect above, I can determine the students' score.
7. Cognitive result on speaking was not seen so clear, but it was seen from meeting number can be measured about 50:50 %.
8. I saw that about 90%, the students were give good enthusiast to follow the speaking material.

9. From the students' ability on speaking that their speaking can be understood and comprehended.
10. Besides using the oral and written test, on speaking IV was also used the picture media, proposal design, paper and handbook of speaking and then they discussed based on the material discussion on syllabus. The students were ordered to present or tell, or explain the material orally. After finishing the presenting, I gave the score based on the scoring used.
11. The evaluation ways can be done as individual, group. Couple, it was adapted with the main material on syllabus. Then, scoring was given individually to the students.
12. It was done based on syllabus of speaking for that consist of:

Main Material of speaking II	The way of evaluation Implementation Of Speaking II
<ol style="list-style-type: none"> <li>a. Talking more present condition and activities</li> <li>b. Talking more about experience</li> <li>c. Talking more about plans and ambitions</li> <li>d. Asking and giving opinion and advise</li> <li>e. Agreeing and disagreeing</li> <li>f. Complaining, warning and apologizing</li> <li>g. Describing people and places</li> </ol>	<ol style="list-style-type: none"> <li>a. Making couple</li> <li>b. One by one</li> <li>c. One by one</li> <li>d. Making group</li> <li>e. Making group.</li> <li>f. Making couple</li> <li>g. Making group</li> </ol>



## Appendix:

### INSTRUMET PENGUMPUL DATA (IPD)

#### Interview tentang penerapan evaluasi speaking IV.

**Nama** : Imam Suweknyo, S.Pd

**Dosen** : Speaking IV

1. Bagaimana penerapan evaluasi speaking terhadap materi speaking IV?
2. Bagaimana penerapan waktu dalam evaluasi speaking IV?
3. Bagaimana sifat evaluasi speaking IV yang diterapkan?
4. Bagaimana peranan silabus speaking IV terhadap evaluasi speaking?
5. Bagaimana teknik penskoran kepada siswa terhadap kemampuan speaking IV mereka?
6. Faktor apa saja yang menjadi tolak ukur evaluasi?
7. Bagaimana pencapaian hasil kognitif mahasiswa terhadap materi speaking IV?
8. Bagaimana perhatian mahasiswa untuk mengikuti pembelajaran speaking IV?
9. Bagaimana peranan speaking mahasiswa dilihat dari kejelasan, ketetapan dan lain-lain?
10. Teknik yang diterapkan untuk mengevaluasi yang digunakan seperti apa?
11. Bagaimana teknik yang digunakan dalam evaluasi speaking IV?

#### Jika dilihat dari sub topic syllabus:

- a. Discussion
- b. Movie action
- c. Public speech
- d. Job interview
- e. presentation
- f. Formal meeting
- g. Public debate
- h. Sport language
- i. Class activity and game
- j. News preparing

## Appendix

### Hasil interview:

**Nama** : Imam Suweknyo, S.Pd  
**Dosen** : Speaking IV

1. Evaluation was done by oral and written ways. And it was supported by using some media like using picture cart, proposal design, and paper.
2. One meeting of speaking material was given about 1 x 100 minutes to handle about 20 students in one meeting. Then, in speaking IV consisted of three class A, B and C. as the result, the lecturer divided the time based on sub topic in speaking syllabus IV. To cover 20 students, I gave one students was about 5-10 minutes to be used by them on their speaking.
3. Evaluation speaking was rather subjective and it was based on the students' ability of students' nature.
4. To evaluate the students, syllabus became the references to be evaluated; it was also part of speaking subject.
5. Evaluation speaking IV was using scoring where the scoring was used to score students' ability in the speaking IV subject. To score the students' ability on speaking was based on the scoring that made by speaking lecturer. The scoring format usually saw from the aspect mastery on pronunciation, grammar, performance, diction etc. It was also same with the scoring format used on speaking II.
6. Speaking evaluation was done by seeing the students' domain psychomotor, domain affective, and domain cognitive. By seeing the aspect above I can determine the students' score.
7. Cognitive result on speaking was not seen so clear, but it was seen from meeting number can be measured about 50:50 %.
8. I saw that about 90%, the students were give good enthusiast to follow the speaking material.
9. From the students' ability on speaking that their speaking can be understood and comprehended.
10. Besides using the oral and written test, on speaking IV was also used the picture media, proposal design, paper and handbook of speaking and then they discussed

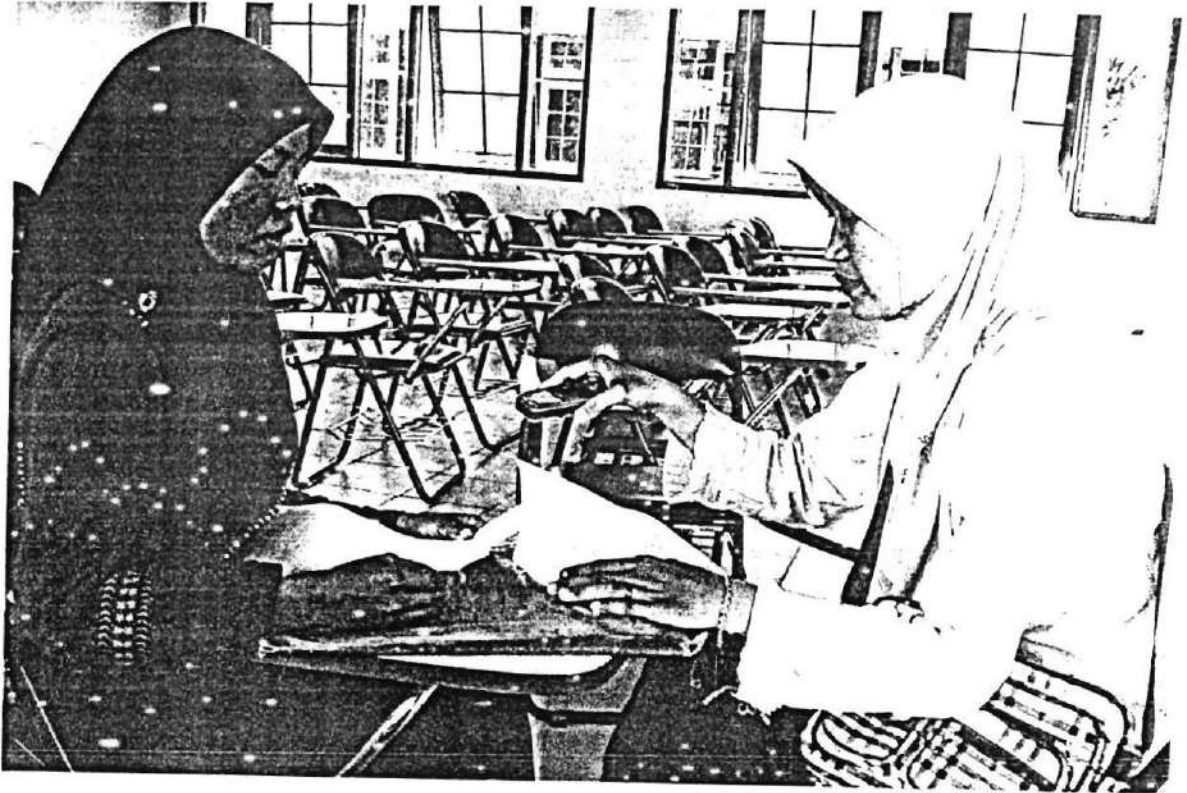
based on the material discussion on syllabus. The students were ordered to present or tell, or explain the material orally. After finishing the presenting, I gave the score based on the scoring used.

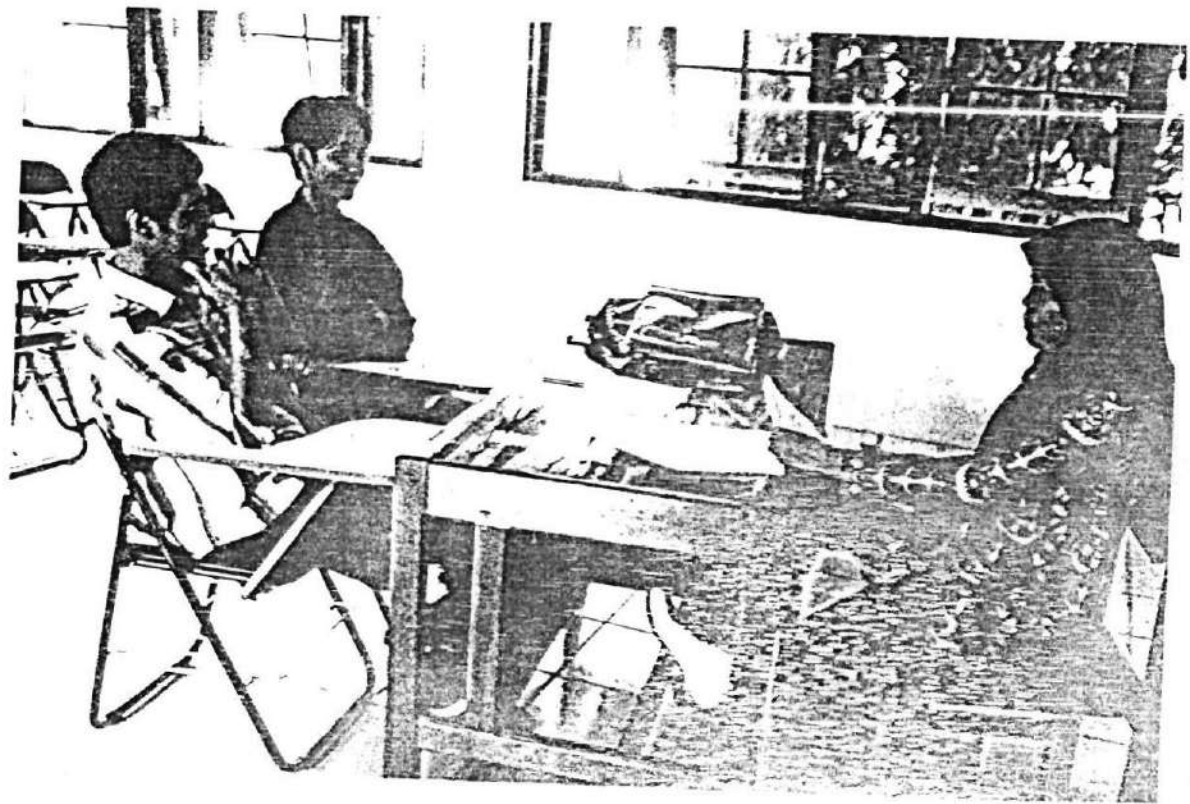
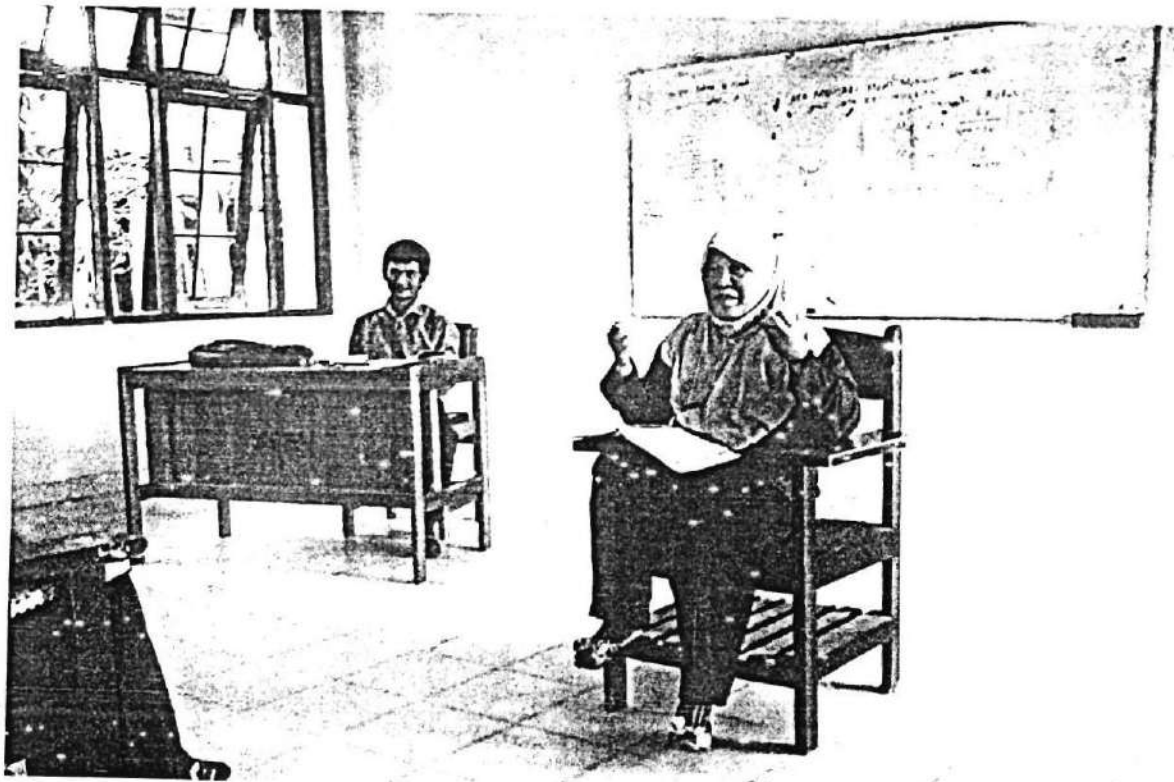
11. The evaluation ways can be done as individual, group. Couple, it was adapted with the main material on syllabus. Then, scoring was given individually to the students.
12. It was done based on syllabus of speaking for that consist of:

<b>Main Material of speaking IV</b>	<b>The way of evaluation Implementation Of Speaking IV</b>
<ul style="list-style-type: none"> <li>a. Discussion</li> <li>b. Movie action</li> <li>c. Public speech</li> <li>d. Job interview</li> <li>e. presentation</li> <li>f. Formal meeting</li> <li>g. Public debate</li> <li>h. Sport language</li> <li>i. Class activity and game</li> <li>j. News preparing</li> </ul>	<ul style="list-style-type: none"> <li>a. Making group</li> <li>b. One by one</li> <li>c. Making couple</li> <li>d. Making couple</li> <li>e. One by one</li> <li>f. Making couple</li> <li>g. Making group</li> <li>h. One by one</li> <li>i. Group</li> <li>j. One by one</li> </ul>

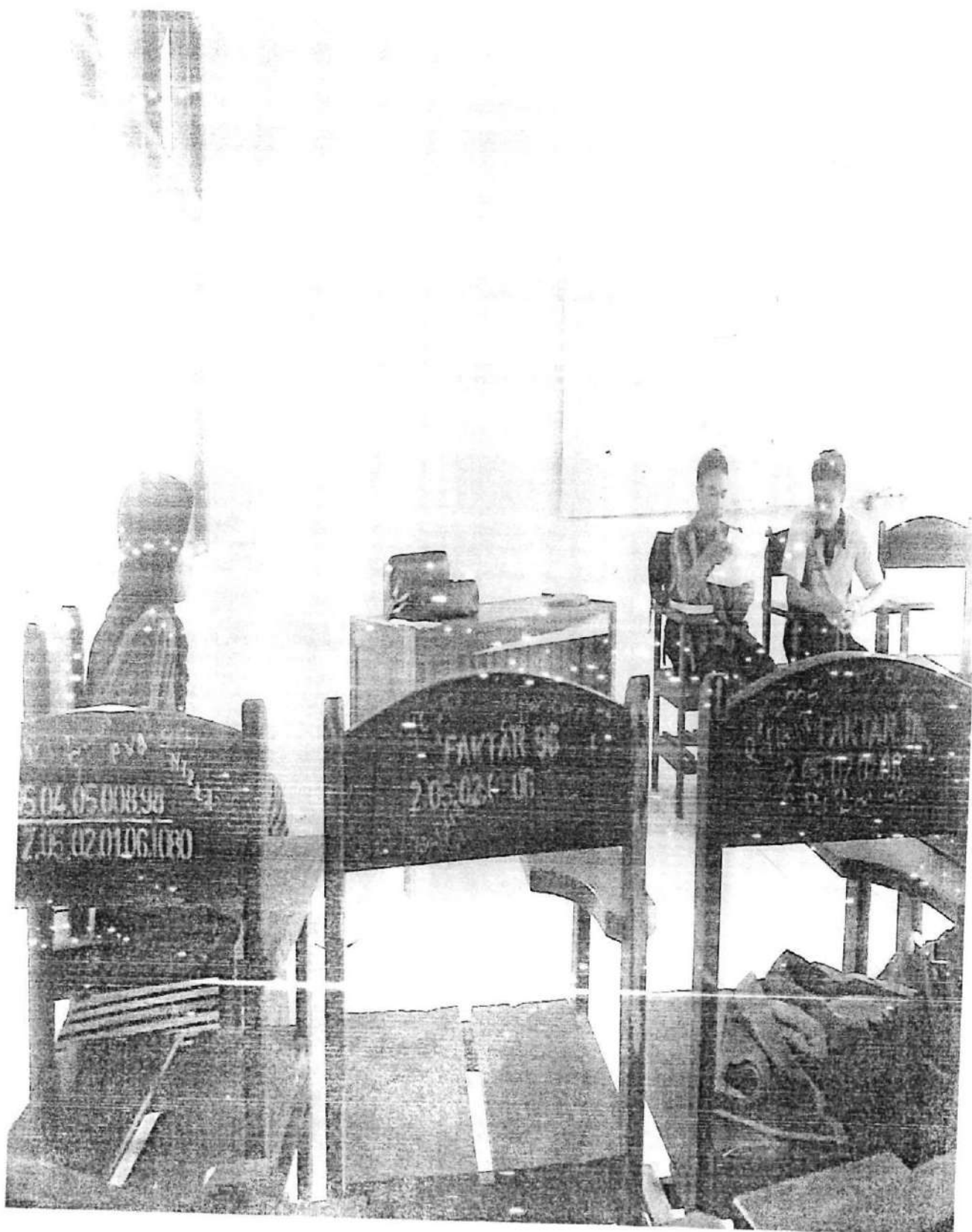


RESERACH PHOTOS



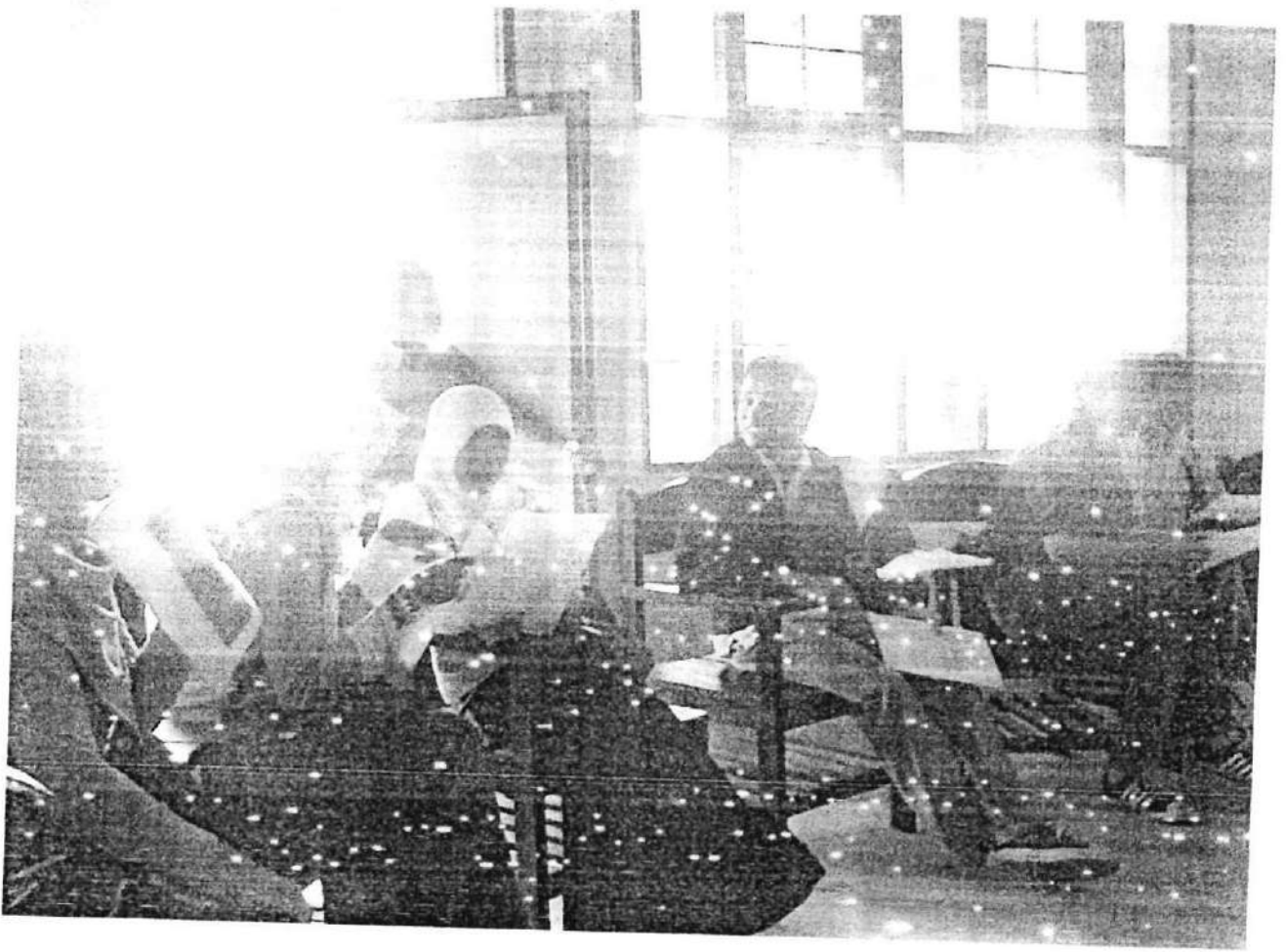
















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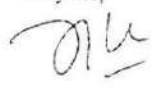
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Dosen Pengasuh : Zaitun Qamariah, S.Pd.I  
Program : Tadris Bahasa Inggris (TBI)  
Jurusan : Tarbiyah


No	Nama	Nim	T	MT	FT	NA	Bobot	Ket
1.	Haris Fadillah	0801120414	72	65	74	70	B ✓	LULUS
2.	Ika Tri Mustika	0801120341	80	78	82	80	A ✓	LULUS
3.	Dewi Afifah	0801120342	72	70	75	72	B ✓	LULUS
4.	Mukadimah	0801120343	78	75	79	77	B ✓	LULUS
5.	Dewi Puji Utami	0801120344	75	70	76	73	B ✓	LULUS
6.	Yayu Juli Rafiqoh	0801120345	70	70	-	46	E ✓	TIDAK LULUS
7.	Suwarsih	0801120371	80	80	80	80	A ✓	LULUS
8.	Sri Nurhidayati	0801120350	80	77	79	78	B ✓	LULUS
9.	Nur Jannah	0801120361	77	75	76	76	B ✓	LULUS
10.	Rabiatul Adawiyah	0801120374	80	85	82	82	A ✓	LULUS
11.	Siti Rahmah	0801120359	70	70	75	71	B ✓	LULUS
12.	Ani Fathridha	0801120376	78	77	80	78	B ✓	LULUS
13.	Widya Auliana	0801120416	78	75	80	77	B ✓	LULUS
14.	Rika Rukmana Nugraha	0801120412	75	75	78	76	B ✓	LULUS
15.	Herlina	0801120393	78	75	80	77	B ✓	LULUS
16.	W. Amri Kurniawan	0801120408	75	77	78	76	B ✓	LULUS
17.	Pahrul Raji	0801120390	63	-	-	21	E ✓	TIDAK LULUS
18.	Ika	0801120391	75	78	78	77	B ✓	LULUS
19.	Fahrudin	0801120409	82	80	80	80	A ✓	LULUS
20.	Saidi Rahman	0801120384	75	70	75	73	B ✓	LULUS
21.	Anis Saturroisah	0801120396	75	70	77	74	B ✓	LULUS
22.	Nor Jenah	0801120389	73	72	75	73	B ✓	LULUS
23.	Noor Anita Wulandari	0801120387	75	70	75	73	B ✓	LULUS
24.	Rahmad Nurseto	0801120383	75	72	75	74	B ✓	LULUS
25.	Siti Halimah	0801120366	75	70	76	73	B ✓	LULUS
26.	Yeni Ratnasari	0801120368	77	70	78	75	B ✓	LULUS
27.	Marisa Ulfah	0801120400	82	80	80	80	A ✓	LULUS
28.	Nor Hafisah	0801120401	73	70	78	73	B ✓	LULUS

Mengetahui  
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Palangkaraya, 23 Juni 2009

Dosen pengasuh,

  
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Program : Tadris Bahasa Inggris (TBI)  
Jurusan : Tarbiyah

No	Nama	Nim	T	MT	FT	NA	Bobot	Ket
1.	Wiwi Indah Sari	0801120365	75	70	77	74	B ✓	LULUS
2.	Ahmad Rajib	0801120349	70	68	70	69	C ✓	LULUS
3.	Hamdanah	0801120364	75	70	76	73	B ✓	LULUS
4.	Miftahul Hasanah	0801120398	77	70	78	75	B ✓	LULUS
5.	Muhammad Rezeki	0801120373	65	68	80	71	B ✓	LULUS
6.	Teguh Prayitno	0801120363	70	70	72	70	B ✓	LULUS
7.	Siti Nurvia Yunita	0801120375	80	82	80	80	A ✓	LULUS
8.	Randi Azwar Gulana	0801120392	85	83	87	85	A ✓	LULUS
9.	Amirrudin Asidiqqi	0801120402	69	69	70	69	C ✓	LULUS
10.	Mariatul Azizah	0801120378	70	71	75	72	B ✓	LULUS
11.	Dewi Ratna Sartika	0801120379	70	70	75	71	B ✓	LULUS
12.	Norhayati	0801120404	75	75	78	76	B ✓	LULUS
13.	Khairullah	0801120405	78	79	79	78	B ✓	LULUS
14.	Sri Winarti A.Wandira	0801120407	73	70	75	72	B ✓	LULUS
15.	Siti Nuranafiah	0801120410	75	72	74	73	B ✓	LULUS
16.	J. Anhar Rabi H.Tis'ah	0801120386	70	69	70	69	C ✓	LULUS
17.	Rusda	0801120411	75	70	70	71	B ✓	LULUS
18.	Hasan Maulana	0801120346	70	67	74	70	B ✓	LULUS
19.	Rofi'ah	0801120352	83	80	85	82	A ✓	LULUS
20.	Indah Maryani	0801120353	78	78	80	78	B ✓	LULUS
21.	Rasyid Pidha A.	0801120354	72	65	74	70	B ✓	LULUS
22.	Baiq Noviana Prihatun	0801120415	72	70	75	72	B ✓	LULUS
23.	Pithriani	0801120362	65	72	74	70	B ✓	LULUS
24.	Mahdalena	0801120360	70	70	75	71	B ✓	LULUS
25.	Eka Sri.R	0801120356	75	70	75	73	B ✓	LULUS
26.	Noor Atiah	0801120395	80	80	80	80	A ✓	LULUS
27.	Selviana	0801120399	79	78	80	79	B ✓	LULUS
28.	M. Zainul Arifien	0801120355	72	70	75	72	B ✓	LULUS

Mengetahui  
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H. Hamidah  
NIP. 1502123000

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Dosen pengasuh,

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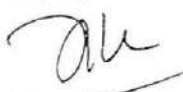
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Jurusan : Tarbiyah


No	Nama	Nim	T	MT	FT	NA	Bobot	Ket
1.	Novia Lestari	0801120351	72	70	75	72	B ✓	LULUS
2.	Ramdhaniah	0801120372	78	75	79	77	B ✓	LULUS
3.	Aris Fatih A.F	0801120357	75	70	76	73	B ✓	LULUS
4.	Meny Lestari	0801120358	69	69	70	69	C ✓	LULUS
5.	Irna Iasmi	0801120370	69	69	70	69	C ✓	LULUS
6.	Edi Saputra	0801120367	80	77	79	78	B ✓	LULUS
7.	Yusli	0801120385	76	77	79	77	B ✓	LULUS
8.	Hervina	0801120394	80	80	82	80	A ✓	LULUS
9.	Razak Al-Amindra	0801120413	80	78	82	80	A ✓	LULUS
10.	Hj. Siti Nurul Huda	0601120223	80	77	79	78	B ✓	LULUS
11.	Reny Karmila	0801120380	68	68	70	68	C ✓	LULUS
12.	Ratnita Dewi	0801120383	69	69	70	69	C ✓	LULUS

Mengetahui  
Ketua Jurusan  
Tarbiyah,

  
Hj. Hamidah, MA  
NIP. 150279310

Palangkaraya, 23 Juni 2009

Dosen pengasuh,

  
Zaitun Qamariah, S.Pd.I



PANITIA UJIAN SEMESTER GENAP  
TAHUN AKADEMIK 2008/2009  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN) PALANGKA RAYA

Alamat Jl. G. Obas Komplek Islamic Centre Telp. (0536) 39447, 26356, 21438 Fax 22105 Palangkaraya 73112

LEMBAR PENILAIAN UJIAN SEMESTER GENAP  
TAHUN AKADEMIK 2008/2009

Mata Kuliah : SPEAKING IV (KELAS B)  
Dosen Pengasuh : IMAM SUWERNYO S.Pd  
Program : TADRIS BAHASA INGGRIS  
Jurusan : TARBİYAH

No	Nama	Nim	T	MT	FT	NA	Bobot	Ket
1	MUHAMMAD AFANDI	071120335	85	84	85	85	A	LULUS
2	SALIN	0701120317	86	82	86	85	A	LULUS
3	RISKY MAHOI	0701120316	87	85	87	86	A	LULUS
4	MODR LAYLI K.	0701120309	75	78	65	73	B	LULUS
5	SUCI SUSANTI	0501120183	70	73	72	72	B	LULUS
6	TITIN BERLIANI	0501120197	73	72	77	74	B	LULUS
7	IKA PUTRI AJUNINGRHA	0501120192	76	81	80	79	B	LULUS
8	KHARISUL KHAFFID	0701120298	80	78	77	78	B	LULUS
9	SWAI PUDDIN	0701120294	71	75	73	73	B	LULUS
10	FARIDIL MA'RUF	0701120286	81	83	82	82	A	LULUS
11	MIFTAKHULIN	0701120303	82	79	78	80	A	LULUS
12	M. KUSNANDI	0701120305	82	80	81	81	A	LULUS
13	ENDANG SU'ARINATI	0501120169	76	79	78	78	B	LULUS
14	IKA ASTUTI	0701120296	80	78	83	80	A	LULUS
15	IRMAYANTI	0701120297	78	74	75	76	B	LULUS
16	YUSUP	0701120382	70	79	82	80	A	LULUS
17	MELITA RAHMADANI H.	0501120176	78	77	83	79	B	LULUS
18	NERITASARI	0701120307	86	85	88	86	A	LULUS
19	EKA SRI UTAMI	0701120284	84	85	87	85	A	LULUS
20	SUSI WULANDARI	0701120323	85	85	88	86	A	LULUS
21	YULIANA	0701120328	70	76	75	74	B	LULUS
22	FIRLANA BAKTI O.	0501120166	87	90	89	89	A	LULUS
23	NURHAYATIM	0701120390	75	77	78	77	B	LULUS
24	MARLINA	0701120300	79	80	82	80	A	LULUS
25	HELMI	0701120292	69	70	75	71	B	LULUS
26	RAHMATUN HASANAH	0701120315	83	80	79	81	A	LULUS
27	RAUDAH RAFI'IS	0701120324	75	79	80	78	B	LULUS
28	BELVIANA WIGATANTI	0701120318	72	70	75	72	B	LULUS
29	SIARSIH	0701120319	72	70	68	70	B	LULUS
30	DEWI ANJANI	0701120380	73	71	72	72	B	LULUS

Mengetahui :  
Ketua Jurusan,  
Tarbiyah/Syariah/Dakwah,

Palangka Raya, 1 Juli 2009

Dosen Pengasuh,

IMAM SUWERNYO, S.Pd.

T : Tugas  
MT : Midle Test  
FT : Final Test  
NA : Nilai Akhir

Catatan:  
Lembar 1 Untuk diumumkan  
Lembar 2 Untuk Jurusan  
Lembar 3 Untuk Alimadidik  
Lembar 4 Untuk ...



PANITIA UJIAN SEMESTER GENAP  
TAHUN AKADEMIK 2008/2009  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN) PALANGKA RAYA

Alamat Jl. G. Cbas Komplek Islamic Centre Telp. (0536) 39447, 26356, 21438 Fax 22105 Palangkaraya 73112

LEMBAR PENILAIAN UJIAN SEMESTER GENAP  
TAHUN AKADEMIK 2008/2009

Mata Kuliah :  
Dosen Pengasuh :  
Program :  
Jurusan :

No	Nama	Nim	T	MT	FT	NA	Bobot	Ket
31.	HIBATIM WAPIROH	0701120299	77	80	80	72	B	Lulus
32.	AGUS SURATNO	0701120277	74	86	81	80	A	Lulus
33.	ADI IRAWAN	0701120273	73	76	70	73	B	Lulus
34.	ERNY NOR NATINY	0601120218	75	79	78	77	B	Lulus
35.	DEDI SUKENDAR	0701120339	85	86	84	85	A	Lulus
6								
7								
8								
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30								

Mengetahui :  
Ketua Jurusan  
Tarbiyah/Syariah/Dakwah,

Palangka Raya, 1 Juli 2009

Dosen Pengasuh,  
  
MAM SUWERNO S.Pd.

T : Tugas  
MT : Midle Test  
FT : Final Test  
NA : Nilai Akhir

Catatan:  
Lembar 1 Untuk diumumkan  
Lembar 2 Untuk Jurusan  
Lembar 3 Untuk Akademik





PANITIA UJIAN SEMESTER GENAP  
TAHUN AKADEMIK 2008/2009  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN) PALANGKA RAYA

Alamat Jl. G. Obos Komplek Islamic Centre Telp. (0536) 39447, 26356, 21438 Fax 22105 Palangkaraya 73112

LEMBAR PENILAIAN UJIAN SEMESTER GENAP  
TAHUN AKADEMIK 2008/2009

Mata Kuliah : SPEAKING IV (KELAS C)  
Dosen Pengasuh : IMAM SUWENYO, S.Pd.  
Program : TADRIS BAHASA INGGRIS  
Jurusan : TARBIIYAH

No	Nama	Nim	T	MT	FT	NA	Bobot	Ket
1	USWATUN KASANAH	0701120325	84	85	86	85	A	Lulus
2	HESTI SUPRIATI	0701120323	80	82	84	82	A	Lulus
3	SITI PARIDAH	0701120320	85	87	89	87	A	Lulus
4	NITA UTRIANA	0701120308	84	83	86	84	A	Lulus
5	RENI SUSANTI	0601120229	70	73	74	72	B	Lulus
6	KUSTIAWATI	0601120258	75	74	78	76	B	Lulus
7	SULYANTI	0601120258	71	72	75	73	B	Lulus
8	OWI HENDARTI	0701120282	85	87	89	87	A	Lulus
9	WEGAWATI	0701120302	80	83	80	81	A	Lulus
10	SITI INDRATI	0701120321	80	86	85	84	A	Lulus
11	LENI MUTIA P.	0701120229	70	73	75	73	B	Lulus
12	ADITIA ANGGRAINI	0701120274	81	84	86	84	A	Lulus
13	TRIANA WIDIASUTI	0601120260	80	83	85	83	A	Lulus
14	IDA NURMILA	0701120327	83	85	88	85	A	Lulus
15	DELI MA	0701120279	80	82	84	82	A	Lulus
16	NANA Satriana	0701120325	82	85	83	83	A	Lulus
17	HAYATUNNISA	0701120325	90	83	85	83	A	Lulus
18	EKA WAHYUNI	0701120385	69	72	70	70	B	Lulus
19	ZUM RITA	0601120227	68	75	70	70	B	Lulus
20	NORMALITA	0701120310	85	87	88	87	A	Lulus
21	PRAHESTI ROLIANI	0701120313	80	83	82	82	A	Lulus
22	NUR ALDAYAH	0701120311	70	68	74	71	B	Lulus
23	NURABHAM	0701120312	65	70	68	68	C	Lulus
24	EKA FITRIKA WATIYAH	0701120383	70	70	75	72	B	Lulus
25	NIAA HANDAYANI	0501120329	80	83	80	81	A	Lulus
26	ELSIYANA YULIANTI	0701120328	75	78	80	78	B	Lulus
27								
28								
29								
30								

Mengetahui :  
Ketua Jurusan  
Tarbiyah/Syariah/Dakwah,

Palangka Raya, 1 Juli 2009

Dosen Pengasuh  
*Imam Suwenyo*  
IMAM SUWENYO, S.Pd.

T : Tugas  
MT : Middle Test  
FT : Final Test  
NA : Nilai Akhir

Catatan:  
Lembar 1 Untuk diumumkan  
Lembar 2 Untuk Jurusan  
Lembar 3 Untuk Akademik  
Lembar 4 Untuk Jurusan



PANITIA UJIAN SEMESTER GENAP  
TAHUN AKADEMIK 2008/2009  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN) PALANGKA RAYA

Alamat Jl. G. Obos Komplek Islamic Centre Telp. (0536) 39447, 26356, 21438 Fax 22105 Palangkaraya 73112

LEMBAR PENILAIAN UJIAN SEMESTER GENAP  
TAHUN AKADEMIK 2008/2009

Mata Kuliah : **SPEAKING IV (KELAS A)**  
Dosen Pengasuh : **IMAM SUWERNYO, S.Pd.**  
Program : **TADRIS BAHASA INGGRIS**  
Jurusan : **TARBIYAH**

No	Nama	Nim	T	MT	FT	NA	Bobot	Ket
1	ZAENAL ARIPIN	0701120321	83	84	85	84	A	LULUS
2	YUNI WINDAYANTI	0701120339	67	80	78	75	B	LULUS
3	BUDI SANTOSO	0701120278	88	85	86	86	A	LULUS
4	HUMRI	0701120295	78	82	80	80	A	LULUS
5	H PARHANI	0701120289	84	85	84	84	A	LULUS
6	SITI MASROKAH	0701120322	80	82	85	82	A	LULUS
7	PATIMAH	0701120287	79	80	83	81	A	LULUS
8	M. TAUPAN KAMIL	0701120332	84	80	84	83	A	LULUS
9	MUAMAR AKBAR	0701120304	69	80	77	75	B	LULUS
10	GUSTI AHMAD M.Y.	0701120288	80	80	81	80	A	LULUS
11	MEGA AMANDA R.	0701120301	86	87	86	86	A	LULUS
12	ERNIATI	0701120155	81	80	84	82	A	LULUS
13	UWAIS AL-BARNI	0701120328	80	80	80	80	A	LULUS
14	AGUS SUPARDI	0701120276	70	78	79	76	B	LULUS
15	ABDUL JAFAR	0701120272	85	80	82	82	A	LULUS
16	YUHA PRADIPTA R.	0701120327	82	80	85	82	A	LULUS
17	IKA AMANAH J.Y.	0701120236	80	80	80	80	A	LULUS
18	RAHMAT ASTRIANDI	0701120314	88	87	88	88	A	LULUS
19								
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30								

Mengetahui :  
Ketua Jurusan,  
Tarbiyah/Syariah/Dakwah,

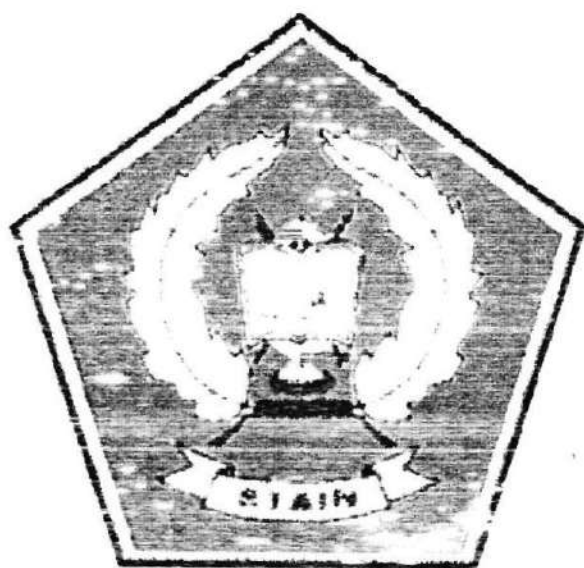
Palangka Raya, 1 Juli 2009

Dosen Pengasuh,

IMAM SUWERNYO, S.Pd.

T : Tugas  
MT : Midle Test  
FT : Final Test  
NA : Nilai Akhir

Catatan:  
Lembar 1 Untuk diumumkan,  
Lembar 2 Untuk Jurusan,  
Lembar 3 Untuk Akademik



**LETTERS**


## PERSETUJUAN DESAIN PROPOSAL

JUDUL : THE IMPLEMENTATION OF SPEAKING  
EVALUATION DONE BY ENGLISH AT FIRST  
YEAR STUDENTS OF MTsN-2 PALANGKA RAYA

NAMA : MASJUITA  
NIM : 030 112 0089  
JURUSAN : TARBIYAH  
PROGRAM STUDI : TADRIS BAHASA INGGRIS  
JENJANG : SI (STRATA 1)

Palangka Raya, 29 Februari 2009


Mengetahui  
Dosen Pembimbing I

  
**Drs. H. Abdul Qadir, M.Pd**  
NIP. 19560203/1990031 1 001

Desen Pembimbing II

  
**Hj. Apni Ranti, M.Hum**  
NIP. 19810118 200801 2 008

Mengetahui,  
Ketua Jurusan Tarbiyah

  
**Hj. Hamidah, M.A**  
NIP. 19700425 199703 2 003



DEPARTEMEN AGAMA RI  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN) PALANGKA RAYA

Alamat Jl. G. Obos Komplek Islamic Centre Telp. (0536) 39447, 26356, 21438 Fax 22105 Palangka Raya

SURAT KETERANGAN

Nomor : Sti.15.8/TL.00/ 227/2009.

Yang bertanda tangan di bawah ini Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya dengan ini menerangkan bahwa :

Nama : Masjuita  
NIM : 030 112 0089  
Jurusan : Tarbiyah.  
Program Studi : TBI  
Judul Skripsi : "THE IMPLEMENTATION OF TEACHING SPEAKING EVALUATION DONE BY ENGLISH LECTURERS AT STAIN PALANGKA RAYA".  
Mulai Tanggal : 1 Mei s/d 1 Juli 2009

Telah melaksanakan Observasi/Penelitian untuk mengakhiri studi dalam pembuatan Skripsi di Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya.

Demikian Surat Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palangka Raya, 30 Nopember 2009

An. Ketua  
Pembantu Ketua I,

Drs. H. ABUBAKAR HM, M.Ag  
NIP. 19551231 198303 1 026

**BERITA ACARA DAN CATATAN HASIL UJIAN SKRIPSI MAHASISWA**  
**JURUSAN TARBİYAN STAIN PALANGKA RAYA**  
**SEMESTER II TAHUN AKADEMIK 2009/2010**

Pada Hari ini Kamis Tanggal 12 Bulan 11 Tahun 2009 telah dilaksanakan ujian skripsi dengan judul :

The Implementation of Speaking Evaluation Done by English Lecturers at STAIN P. Raya.

Nama : Masjuita  
 Tempat/Tanggal Lahir : Samba Kading / 12-09-83  
 NIM : 030120089  
 Jurusan/Prodi : Tarbiyah / Tadris

Tim Penguji :

Tanda Tangan

- |                                     |   |   |
|-------------------------------------|---|---|
| 1. <u>Dra. Halimah, M.Pd.</u>       | ( | ) |
| 2. <u>Sabarun, M.Pd.</u>            | ( | ) |
| 3. <u>Drs. H. AEG. Rusli, M.Pd.</u> | ( | ) |
| 4. <u>Dr. Anni Ranti, M.Hum.</u>    | ( | ) |

**CATATAN HASIL UJIAN SKRIPSI**

1. The 'comas' (-s-), change it to 'point' (-o-)
2. Write / put the scores got by the students in appendix
3. Explain / write the result of your study specifically.
4. Insert the result found by doing observation, interview & documentation (compare it well related to the topic of your study).
5. Revise the title to "... Teaching Speaking ..."
6. whole of Indonesian words / sentences written in italic form.
7. Validity → The Endorsement Data 
 ↙ 1. Credibility  
 2. Transferability  
 3. Consistency  
 4. Reliability  
 ↘
8. Omit whole of the raw scores on the tables (19).

Palangka Raya,  
 Sekretaris

*Handwritten signature*



**PANITIA SEMINAR PROPOSAL SKRIPSI MAHASISWA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
STAIN PALANGKA RAYA**

Jl.G.Obos Komplek Islamic Centc. Tlp. (0536) 3239447/3226356 Fax. 3222105 Palangka Raya 73112

**SURAT KETERANGAN**

No: 40/PAN-SPSM/SG/II/2009

Panitia Seminar Proposal Skripsi Mahasiswa Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya, menerangkan bahwa :


Nama : MASJUITA  
NIM : 030 112 0089  
Jurusan / Prodi : TARBIYAH/ TBI  
Judul Proposal : THE SMPLEMENTATION OF SPEAKING EVALUATION  
DONE BY ENGLISH LECTURERS AT STAIN PALANGKA  
RAYA

Telah melaksanakan Seminar Proposal Skripsi pada tanggal 14 Maret 2009 di Ruang Aula STAIN Palangka Raya dengan Penanggap Utama : **RISTATI, M. Hum** Moderator : **SIKI SHOLEHA** dan dinyatakan lulus dapat diterima sebagai syarat penyelesaian skripsi.

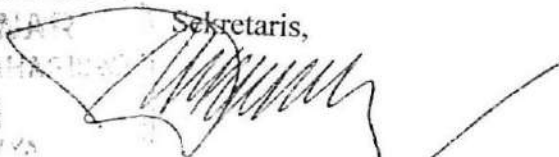
Palangka Raya, 20 Maret 2009

**PANITIA**

Ketua,

  
**ASMAWATI, M. Pd**  
NIP. 150 311 460

Sekretaris,

  
**CHARLES ANWAR, M. Si**  
NIP. 150 292 523



DEPARTEMEN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN) PALANGKA RAYA

Alamat Jl. G. Obes Komplek Islamic Centre Telp. (0536) 39447, 26356, 21438 Fax 22195 Palangkaraya 73112

Palangka Raya, 30 April 2009

Nomor : Sti.15.8/TL.00/988/2009.  
Lampiran : --  
Perihal : Pemberian Izin Observasi /Penelitian

Kepada

Yth. Sdr. Masjuwita  
NIM. 0301120089  
Jurusan Tarbiyah /TBI  
di -  
Palangka Raya.

Berdasarkan Surat Saudara tertanggal April 2009 perihal Izin Riset / Penelitian, dalam rangka mengakhiri studi pada Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya, maka Ketua STAIN Palangka Raya memberikan Izin Riset / Penelitian kepada Saudara:

Nama : Masjuwita  
N I M : 0301120089  
Jurusan/Prodi : Tarbiyah / TBI  
Jenjang : Strata 1 (S.1)  
Lokasi Penelitian: STAIN Palangka Raya .  
Judul Skripsi : "THE IMPLIMATION OF SPEAKING  
EVALUATION DONE BY ENGLISH  
LECTURERS AT STAIN PALANGKA RAYA"  
Metode : Observasi Interview dan Dokumentasi  
Waktu Pelaksana: 2 ( dua ) bulan, terhitung sejak tanggal 1 Mei  
s/d 1 Juli 2009.

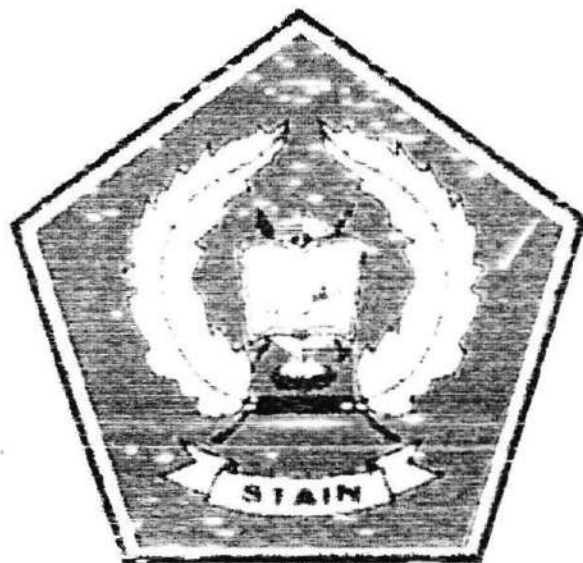
Demikian Surat Izin Riset / Penelitian ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

An. Ketua  
Pembantu Ketua I,  
  
Dis. H. ABIBAKAR HM, M.Ag  
NIM. 19551231 198303 1 026

Tembusan :

1. Yth. Ketua STAIN Palangka Raya (Sebagai Laporan)
2. A r s i p.





# **CURRICULUM VITAE**