

APPENDICES

Appendix.1 Research Instrument and Observation Form

RESEARCH INSTRUMENT

Name of Instrument	The observation of an English Teacher
Objective	To observe the teacher's implementation of the speaking assessment technique.

RESEARCH OBSERVATION FORM

Class: 9th grade

Date of observation: 30 April- 1 May 2025

No	Aspects observed	Yes	No	Notes
1	The teacher uses speaking assessment techniques (interview, oral presentation, reading aloud, etc)	✓		The teacher used an oral presentation for the procedure text material
2	The teacher gives clear instructions about the speaking task	✓		The teacher explains what is expected of the students and the assessment criteria that must be met to get the maximum score.
3	The teacher uses assessment rubrics or assessment criteria	✓		To ensure objective and fairness assessment, the teacher use criteria assessment.
4	The teacher sets the classroom for respect and attentiveness during assessment	✓		To maintain attentiveness and minimize distractions during the speaking assessment, the teacher set up the classroom in a way that supported focused evaluation.
5	The teacher gives students adequate time to prepare their performance	✓		Students had a chance to organize the materials, rehearse their steps, and review the assessment criteria.

6	The teacher gives students enough time for speaking tasks	✓		Each student was given the time they needed to speak without being rushed and interrupted.
7	The teacher allows students to ask questions or clarify instructions before presenting	✓		The teacher interacted with students as needed to support their performance.
8	The teacher provides feedback during and after the activity (correction, encouragement, etc)	✓		To prompt and keep students on track, the teacher was given feedback before and after the activity

Appendix.2 Research Instrument and Transcript of Interview

This interview aims to explore teachers' considerations in selecting certain speaking assessments. The participant is an English teacher at one of the junior high schools in Ciamis. The interview will follow a semi-structured format and will be conducted face-to-face.

Interview questions:

1. What types of speaking assessment techniques do you typically use in your classroom?
2. How do you decide which speaking assessment technique to use for your students?
3. Why do you prefer certain techniques over others for assessing speaking skills?
4. What are the main factors you consider when choosing speaking assessment techniques for your students?
5. How do you ensure fairness and objectivity in your speaking assessment?

6. How do you adopt your assessment techniques for students with different proficiency levels or needs?
7. What challenges do you face when assessing speaking skills in your students?
8. Have you encountered any difficulties with students' participation or engagement during the speaking assessment? If so, how do you address them?
9. In your opinion, what is the most important aspect to assess in speaking tasks (fluency, accuracy, pronunciation, vocabulary)?
10. What advice would you give to other teachers who are looking to improve their speaking assessment practice?

Transcript:

Types of Speaking Assessment Techniques Used:

Interviews, role-plays, oral presentations, group discussion and picture description.

Consideration in Choosing Speaking Assessment Techniques:

When choosing techniques to assess speaking skills, factors like practicality, validity, and reliability are key. For instance, performance-based assessments like role-playing or presentations are favored because they directly assess how students use language in real-world contexts. However, practical considerations, like time and resources, can influence the choice. Ultimately,

the best technique depends on the specific learning goals and the students' needs.

Key Factors in Selecting Assessment Techniques

To decide on the appropriate speaking assessment technique, I consider the learning outcomes, the skills being assessed, and the context of the assessment. Observation and direct tests, like interviews or presentations, are commonly used because they directly measure the observable skill of speaking. The choice of assessment should be practical, valid (measuring what it intends to measure), and reliable (consistent results).

Preferences in Speaking Assessment Techniques

When selecting speaking assessment techniques, it's crucial to consider the learning objectives, student abilities, and the context of the assessment. A good technique should be aligned with the curriculum, provide meaningful feedback, and minimize student anxiety, especially for younger learners.

Ensuring Fairness and Objectivity

To ensure fairness and objectivity in a speaking assessment, several key strategies can be employed. These include defining clear assessment criteria, using standardized tools, providing feedback, and ensuring consistency in administration and scoring. Additionally, considering the diverse needs of learners and accommodating their backgrounds is crucial.

Adapting Techniques for Diverse Student Needs

To effectively assess students with diverse proficiency levels, teachers need to adopt a variety of assessment techniques and make adjustments to ensure all

students can demonstrate their understanding. This involves using multiple assessment methods, differentiating instruction, and collaborating with others to understand individual needs.

Addressing Challenges in Student Participation

Assessing speaking skills presents challenges related to student anxiety, limited opportunities, and technical limitations. Specific challenges include shyness, fear of making mistakes, and a lack of self-confidence, impacting fluency and natural expression. Furthermore, technical issues like limited speaking opportunities and distracting surroundings.

Difficulties in engagement during the speaking assessment

Of course I have. Something like the student is hesitant to speak, avoiding questions, or exhibiting signs of anxiety. These difficulties can stem from various factors, including language proficiency, fear of making mistakes, lack of confidence, and even the assessment format itself.

To address difficulties with student participation during speaking assessments, I implement strategies like creating a supportive and inclusive environment, providing clear expectations, using diverse assessment formats, and offering individualized support. Additionally, understanding individual student needs, such as those related to shyness or neurodiversity, is crucial.

Most Important Aspects to Assess in Speaking

Pronunciation and intonation. Assessing students in this area involves gauging their ability to articulate sounds accurately and to convey the rhythm

and pitch of the language. A clear, intelligible pronunciation is essential for effective communication.

Advice for Improving Speaking Assessment Practices

To improve speaking assessments, teachers should focus on creating a supportive environment, providing clear expectations, and offering constructive feedback. They should also integrate speaking across the curriculum and encourage diverse speaking activities.

Appendix.3 Documentation





ORAL PRESENTATION RUBRIC

	1 Uh oh - not there yet!	2 Getting there!	3 Well done - you've got it!	4 Wow! Simply amazing!	Score
DISPLAY	Display is cluttered and missing required information.	Display is cluttered. Some sentences may be incomplete or unclear.	Display is organized and sentences are complete. Some illustrations or images are included.	Display is thoughtfully organized and creatively decorated with appropriate images and illustrations to a high standard.	
ORGANIZATION	Student presents information out of order. It is unclear for the audience to understand.	Student presents some facts in order.	Student presents all the facts in order and the audience can understand the material.	Student presents facts in a well-thought-out order and makes the presentation entertaining for the audience to follow and be engaged.	
EYE CONTACT	Student's eyes are directed at the report and they do not make eye contact with audience members.	Student's eyes connect with audience members 1-2 times throughout presentation.	Student's eyes connect with audience members throughout most of the presentation.	Student maintains eye contact throughout the presentation, using the report as a point of reference.	
VOICE	Voice is mumbled and quiet sometimes making it less than clear for the audience.	Student tries to project their voice and speak clearly but is quiet at times.	Student projects their voice. They speak clearly and audience members can hear and understand.	Voice is clear and engaging using expressions confidently. Student uses correct inflection and tone to grab audience's attention.	

_____ /16 Possible Points.



Appendix 3.1 Figures during Classroom observation














Appendix 3.2 Figures during the Interview Section

Appendix 6: Paper Guidance List

KEGIATAN BIMBINGAN SKRIPSI

No	Waktu		Pembimbing 1 Topik Bimbingan	Paraf Pemb.1
	Tanggal	Jam		
1	Wednesday 23 / 04 2025	09.00 - 11.30	Chapter 1 and chapter 3	<i>[Signature]</i>
2	Friday 02 / 05 2025	09.00 - 11.30	Chapter 1 and chapter 3	<i>[Signature]</i>
3	Friday 09 / 05 2025	09.30 - 11.30	Chapter 2	<i>[Signature]</i>
4	Friday 23 / 05 2025	12.00 - 14.00	Chapter 2 and 4	<i>[Signature]</i>
5	Wednesday 25 / 06 2025	09.30 - 11.30	Chapter 2 and 4	<i>[Signature]</i>
6	Thursday 3 / 07 2025	09.00	Chapter 4 revised	<i>[Signature]</i>
7	Thursday 10 / 07 2025	09.00	chapter 5	<i>[Signature]</i>
8	Friday 18 / 07 2025	09.00	Abstract	<i>[Signature]</i>
9	Wednesday 23 / 07 2025	09.00	Jurnal	<i>[Signature]</i>
10				
11				
12				
13				

KEGIATAN BIMBINGAN SKRIPSI

No	Waktu		Pembimbing 2 Topik Bimbingan	Paraf Pemb.2
	Tanggal	Jam		
1	8 / 05 Thursday 2025	10.30	Chapter 1	
2	wednesday 14 / 05 2025	10.00	Chapter 1 revised	
3	Monday 19 / 05 2025	13.00	Chapter 2	
4	Wednesday 21 / 05 2025	11.00	revised chapter 2	
5	Monday 26 / 05 2025	10.00	chapter 3	
6	Monday 23 / 06 2025	09.00	revised chapter 3	
7	Wednesday 02 / 07 2025	08.00	chapter 4	
8	Tuesday 08 / 07 2025	10.30	revised chapter 4	
9	Monday 14 / 07 2025	07.30	chapter 5	
10	Tuesday 22 / 07 2025	10.00	Abstract	
11	Wednesday 23 / 07 2025	13.00	Journal	
12				
13				

Appendix 7: Researcher Biography



Name : Putri Rahmawati Oktapiani

Sex : Female

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Sukamantri Kabupaten Ciamis
46264

Place of Birth : Ciamis, Oktober 26th 2001

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Educational Background

No	Institution	Graduated in
1	SDN 1 TENGGERRAHARJA	2014
2	SMP GUNUNG HIDEUNG	2017
3	MA AL-KHOERiyAH	2020