

**A STUDY ON STUDENTS' PERCEPTION OF FORMATIVE
ASSESSMENT OF SPEAKING SKILL AND THEIR ACADEMIC
ACHIEVEMENT IN SPEAKING CLASS**



A THESIS

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ASSESSMENT OF SPEAKING SKILL AND THEIR ACADEMIC
ACHIEVEMENT IN SPEAKING CLASS**

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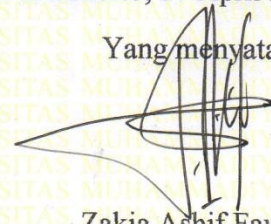
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Menyatakan dengan sungguh-sungguh bahwa skripsi ini adalah hasil karya tulis saya sendiri dan bukan dibuatkan orang lain atau jiplakan atau modifikasi karya orang lain. Bila pernyataan ini tidak benar, maka saya bersedia menerima sanksi, termasuk pencabutan gelar sarjana yang sudah saya peroleh.

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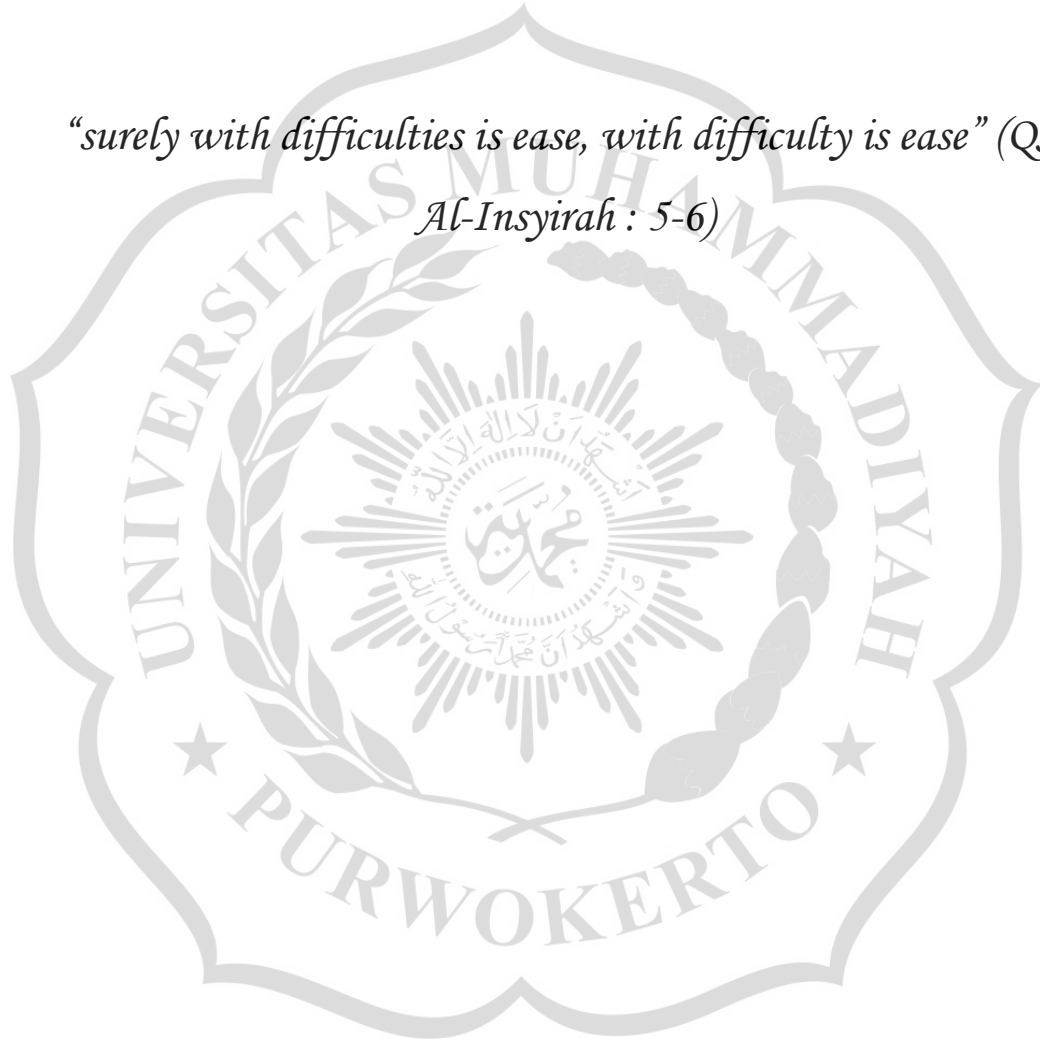


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MOTTO

“I never lose, I either win or learn” (anonymous)

*“surely with difficulties is ease, with difficulty is ease” (QS.
Al-Insyirah : 5-6)*



DEDICATION

In the name of Allah the Beneficent and Merciful, this final project is dedicated to:

1. Allah SWT, Thank you for all the blessing and mercy.
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A Study on Students' Perception of Formative Assessment of Speaking Skill and Their Academic Achievement in Speaking Class

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ABSTRACT

Formative assessment as an integrated process in teaching and learning process is highly important especially in assessing speaking skill. Thus, maintaining the characteristic of formative assessment in teaching and learning process is vital so that the assessment is more structured and meaningful. This research was aimed to know students' perception of formative assessment on speaking skill and to find out whether or not there is a correlation between their perception of formative assessment and their achievement in speaking class. Total sampling was chosen since there was only 73 respondents. The subject of this research involved all of the third semester students in English Education Department of Universitas Muhammadiyah Purwokerto. The result of questionnaire data analysis shows that 88% students have positive perception toward formative assessment which shows 3,6 point of five-point Likert Scale. Meanwhile, the analysis using Pearson Product Moment Correlation shows *r value* of 0,066 meaning that the correlation between students' perception of formative assessment on speaking skill and their achievement in speaking class is very low and not significant.

Keywords: students' perception, speaking skill, students' achievement.

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