

**CORRELATION BETWEEN STUDENTS'  
ENGLISH PROFICIENCY AND THEIR  
ABILITY TO DESIGN ASSESSMENT IN THEIR  
LESSON PLAN DURING MICROTEACHING  
THESIS**

Submitted in partial fulfillment of the requirement for the degree of  
Sarjana Pendidikan (S.Pd) in Teaching English



**UIN SUNAN AMPEL  
S U R A B A Y A**

By

Qonitah Salsabila NIM 06010520020

Supervisor 1:

Sigit Pramono Jati, M.Pd., Ph.D

Supervisor 2:

Rakhmawati, M.Pd

**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
UIN SUNAN AMPEL  
SURABAYA**

**2024**

## PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama : Qonitah Salsabila

NIM : 06010520020

Jurusan/Program Studi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Keguruan

Dengan ini menyatakan dengan sebenarnya bahwa skripsi saya yang berjudul "Correlation Between Students' English Proficiency and Their Ability to Design Assessment in Their Lesson Plan During Microteaching" adalah benar-benar merupakan hasil karya saya sendiri bukan merupakan pengambilan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan sendiri.

Demikian pernyataan ini saya buat sebenar-benarnya. Apabila kemudian hari terbukti atau dibuktikan bahwa skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Surabaya, 14 Juni 2024

Pembuat Pernyataan,



Qonitah Salsabila

NIM: 06010520020

## ADVISOR APPROVAL SHEET

This undergraduate thesis by Qonitah Salsabila entitled “*Correlation Between Students’ English Proficiency and Ability To Design Assessment In Their Lesson Plan During Microteaching*” has been approved by the thesis advisor for further approval by the board of examiners.

Surabaya, 7 June 2024

Advisor I



**Sigit Pramono Jati, M.Pd., Ph.D**

**NIP. 198605182011011005**

Advisor II



**Rakhmawati, M.Pd**

**NIP. 197803172009122002**

## EXAMINER APPROVAL SHEET

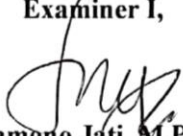
This thesis by Qonitah Salsabila entitled “*Correlation Between Students' English Proficiency and Ability To Design Assessment In Their Lesson Plan During Microteaching*” has been examined on 26<sup>th</sup> June 2024 and approved by the Board of Examiners.

Dean of Tarbiyah and Teacher Training Faculty,

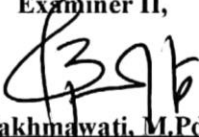


**Prof. Dr. H. Muhammad Thohir, S.Ag., M.Pd**  
NIP. 197407251998031001


The Board of Examiner  
Examiner I,

  
**Sigit Pramono Jati, M.Pd., Ph.D**  
NIP. 198605182011011005

Examiner II,

  
**Rakhmawati, M.Pd**  
NIP. 197803172009122002

Examiner III,

  
**Drs. Muhtarom, Med.Grad Dip Tesol**  
NIP. 196512201992031005

Examiner IV,

  
**Dr. Irma Soraya, M.Pd**  
NIP. 196709301993032004

## PUBLICATION SHEET



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA  
PERPUSTAKAAN**

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300  
E-Mail: [perpus@uinsby.ac.id](mailto:perpus@uinsby.ac.id)

**LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI  
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS**

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : Qonitah Salsabila  
NIM : 06010520020  
Fakultas/Jurusan : Fakultas Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris  
E-mail address : [qonitahsalsabilaa@gmail.com](mailto:qonitahsalsabilaa@gmail.com)

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

Sekripsi  Tesis  Desertasi  Lain-lain ( ..... )  
yang berjudul :

Correlation Between Students' English Proficiency and Their Ability to Design Assessment  
in Their Lesson Plan During Microteaching

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 29 Agustus 2024

Penulis

( Qonitah Salsabila )  
*nama terang dan tanda tangan*

## ABSTRACT

Salsabila, Qonitah. (2024). *Correlation Between Students' English Proficiency and Their Ability To Design Assessment In Their Lesson Plan During Microteaching*. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisors: Sigit Pramono Jati, M.Pd., Ph.D and Rakhmawati, M.Pd.

Keywords: *Assessment, Lesson Plan, Microteaching*

This study intends to look into the relationship between students' English proficiency and the ability to design an assessment in the lesson plan during the microteaching course. To achieve this goal, 30 students majoring in English education in the academic year 2023/2024 who took the Microteaching course were involved as samples. The students' English proficiency as seen from the final score of the English intensive test and the assessment in the lesson plan that the students had made were used to indicate their ability to design an assessment. Quantitative method was used in this study and SPSS 25 was used to analyze the Pearson Product Moment correlation calculation of the results. The results stated that there was a significant correlation with a value of 0.784 which indicates a strong correlation between English proficiency and the ability to design an assessment in the lesson plan. Meanwhile, the Sig value =  $0.00 < 0.05$  means the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. Hence, it can be concluded that students with a good command of English tend to be able to make an assessment in the lesson plan. The result of this study is to provide insight into understanding whether English proficiency can affect the ability to design an assessment. Thus, English proficiency is very important, especially for students, because it will help them in designing an assessment.

UIN SUNAN AMPEL  
SURABAYA

## ABSTRAK

Salsabila, Qonitah. (2024). *Correlation Between Students' English Proficiency and Their Ability To Design Assessment In Their Lesson Plan During Microteaching*. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisors: Sigit Pramono Jati, M.Pd., Ph.D and Rakhmawati, M.Pd.

Keywords: *Penilaian, Rencana Pembelajaran, Pengajaran Mikro*

Penelitian ini mempunyai tujuan untuk menyelidiki korelasi antara kemahiran berbahasa Inggris para mahasiswa dan kemampuan mendesain suatu assessment dalam lesson plan selama mata kuliah microteaching. Untuk mencapai tujuan tersebut, 30 mahasiswa jurusan pendidikan bahasa Inggris tahun ajaran 2023/2024 yang mengikuti mata kuliah Microteaching dilibatkan sebagai sampel. Kemahiran bahasa Inggris mahasiswa dilihat dari nilai akhir tes intensif bahasa Inggris dan assessment yang ada dalam lesson plan yang telah dibuat mahasiswa digunakan untuk mengindikasikan kemampuan mereka dalam mendesain assessment. Metode kuantitatif digunakan dalam penelitian ini dan SPSS 25 untuk menganalisis perhitungan korelasi Pearson Product Moment dari hasil penelitian. Hasil penelitian menyebutkan bahwa terdapat korelasi yang signifikan dengan nilai sebesar 0.784 yang menandakan mempunyai korelasi yang kuat antara kemahiran berbahasa Inggris dan kemampuan mendesain suatu assessment dalam lesson plan. Sedangkan nilai  $\text{Sig} = 0.00 < 0.05$ , yang mana menunjukkan bahwa hipotesis nol ( $H_0$ ) ditolak dan hipotesis alternatif ( $H_a$ ) diterima. Oleh karena itu, dapat disimpulkan bahwa siswa yang memiliki kemampuan bahasa Inggris yang baik cenderung mampu membuat penilaian dalam rencana pembelajaran. Hasil dari penelitian ini adalah untuk memberikan wawasan dalam memahami apakah kemampuan bahasa Inggris dapat mempengaruhi kemampuan dalam merancang penilaian. Dengan demikian, kemahiran berbahasa Inggris sangatlah penting khususnya para mahasiswa, karena hal tersebut akan membantu mereka dalam mendesain suatu assessment.

## TABLE OF CONTENT

<b>PERNYATAAN KEASLIAN TULISAN .....</b>	<b>i</b>
<b>ADVISOR APPROVAL SHEET .....</b>	<b>ii</b>
<b>EXAMINER APPROVAL SHEET .....</b>	<b>iii</b>
<b>PUBLICATION SHEET .....</b>	<b>iv</b>
<b>MOTTO.....</b>	<b>v</b>
<b>DEDICATION SHEET.....</b>	<b>vi</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>viii</b>
<b>ABSTRACT .....</b>	<b>ix</b>
<b>ABSTRAK.....</b>	<b>x</b>
<b>TABLE OF CONTENT .....</b>	<b>xi</b>
<b>LIST OF TABLES .....</b>	<b>xiii</b>
<b>LIST OF CHART.....</b>	<b>xiv</b>
<b>LIST OF APPENDICES.....</b>	<b>xv</b>
<b>LIST OF ABBREVIATIONS.....</b>	<b>xvi</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Research Background .....	1
B. Research Question .....	7
C. Objectives of the Study.....	7
D. Hypothesis .....	7
E. Significance of the Research .....	8
F. Scope and Limits of the Research .....	8
G. Definition of Key Terms.....	9
1. Correlation .....	9
2. English Proficiency .....	10
3. Assessment .....	10
4. Lesson Plan .....	11
5. Microteaching .....	11
<b>CHAPTER II LITERATURE REVIEW .....</b>	<b>12</b>
A. Theoretical Review .....	12
1. The Definition of English Proficiency .....	12



2. The Types of English Proficiency.....	13
3. The Definition of Assessment.....	19
4. The Type of Assessment.....	20
5. Design Assessment .....	25
B. Review of Previous Study .....	28
<b>CHAPTER III RESEARCH METHOD .....</b>	<b>33</b>
A. Research Design .....	33
B. Population and Sample .....	34
1. Population .....	34
2. Sample .....	35
C. Data and Source of Data .....	35
1. Data.....	35
2. Source of Data .....	36
D. Research Instruments.....	36
E. Data Collection Technique .....	39
1. Documentation.....	39
F. Data Analysis Technique.....	41
G. Validity and Reliability of The Instrument .....	42
<b>CHAPTER IV FINDING AND DISCUSSION .....</b>	<b>47</b>
A. Findings .....	47
B. Discussion.....	55
<b>CHAPTER V CONCLUSION AND SUGGESTIONS .....</b>	<b>61</b>
A. Conclusion.....	61
B. Suggestion .....	62
<b>REFERENCES .....</b>	<b>63</b>
<b>APPENDIXES .....</b>	<b>68</b>

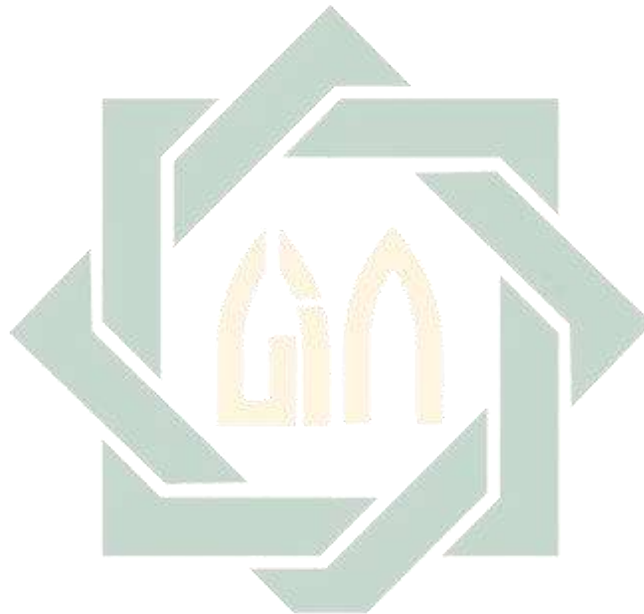
## LIST OF TABLES

Table 3.1 Research Population.....	34
Table 3.2 Research Instrument.....	38
Table 3.3 Interpretation Correlation Coefficient.....	41
Table 3.4 Validity of Rubric .....	43
Table 3.5 Level of Reliability Based on Cronbach's Value.....	45
Table 3.6 Reliability of Rubric.....	45
Table 4.1 Students' Score of English Proficiency .....	48
Table 4.2 Students' Score of Ability To Design Assessment.....	51
Table 4.3 The Correlation between Students' English Proficiency and Ability to Design Assessment .....	53

UIN SUNAN AMPEL  
S U R A B A Y A

## LIST OF CHART

Chart 4.1 Students' Score In The Ability To Design Assessment .....	52
---	----



UIN SUNAN AMPEL  
S U R A B A Y A

## LIST OF APPENDICES

- Appendix 1 : Example of Intensive English Certificate
- Appendix 2 : Example of Assessment Student
- Appendix 3 : Surat Validasi Instrumen
- Appendix 4 : Surat Tugas Pembimbing
- Appendix 5 : Approval Sheet of Thesis Proposal
- Appendix 6 : Approval Sheet of Thesis



UIN SUNAN AMPEL  
S U R A B A Y A

## LIST OF ABBREVIATIONS

IBI : Intensif Bahasa Inggris

LKPD : Lembar Kerja Peserta Didik

UIN : Universitas Islam Negeri

PISA : Programme for International Student Assessment

SPSS : Statistical Package for the Social Sciences



UIN SUNAN AMPEL  
S U R A B A Y A

## REFERENCES

- Alahmadi, N., Alrahaili, M., & Alshraideh, D. (2019). The impact of the formative assessment in speaking test on Saudi students' performance. *Arab World English Journal*, 10(1), 259–270.
- Aliaga, M. and Gunderson, B. (2002) *Interactive Statistics*. [Thousand Oaks]: Sage Publications.
- Anderson, E. S., & Keith, T. Z. (1997). A longitudinal test of a model of academic success for at-risk high school students. *Journal of Educational Research*, 90(5), 259–268. <https://doi.org/10.1080/00220671.1997.10544582>
- Andrade, M.S. 2009. The Effects of English Language Proficiency on Adjustment to University Life. *International Multilingual Research Journal*, 3: 16-34.
- Arikunto, S. (2014). *Prosedur Penelitian Suatu Pendekatan Praktik*. Rineka Cipta.
- Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). *Assessment for learning: Putting it into practice*. Open University Press.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). New York: Addison Wesley Longman.
- Brown, H. Douglas. (2004). *Language Assessment: Principle and Classroom Practice*. San Francisco: Pearson Education, Inc.
- Cameron, L., 2001. *Teaching Language to Young Learners*. Cambridge: Cambridge University Press.
- Car, F. R. A. M., Sugeng Subagio, B., & Rahman, H. (2018). Porous concrete basic property criteria as rigid pavement base layer in Indonesia. *MATEC Web of Conferences*, 147, 1–11. <https://doi.org/10.1051/mateconf/201814702008>
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Pearson Education, Inc.
- Crystal, D. 2000. *The Cambridge Encyclopedia of Language* 3rd (Third) edition. Cambridge University Press.
- Dan Douglas. (2014). *Understanding Language Testing*. New York: Routledge.
- Devi, A. P. (2023). Relationship between English Proficiency and Academic Achievement of Indonesian EFL Postgraduate Students. *Journal of English Language Learning*, 7(1), 303–308. <https://doi.org/10.31949/jell.v7i1.5566>
- Dharmayanti, D. (2019). The Correlation Between Students' Proficiency In English Vocabulary And Their Ability To Write English Poetry. <http://repository.uinsu.ac.id/7540/>
- Dunn, K. E. & S. W. Mulvenon. 2009. A Critical Review of Research on Formative Assessment: The Limited Scientific Evidence of the Impact of Formative Assessment in Education. *Electronic Journal of Practical Assessment, Research and Evaluation*, 14(7):1-11.
- Farideh, Y. (2003). *Validity and Its Estimation*. 3, 25–27.
- Fulcher, Glenn. 2003. *Testing Second Language Speaking*. London: Pearson Education Limited
- Gardner, J., 2012. *Assessment and Learning*. 2nd ed. Los Angeles: SAGE.
- Gay, L. R dan Peter, Airasian. 2000. *Education Research: Competences for Analysis and Application*. 6th Ed, New Jersey: von Hoffman Press.
- Genelza, Genesis, 'English Proficiency And Academic Achievement Of Junior

- High School Students At University Of Mindanao Tagum College', *Galaxy International Interdisciplinary Research Journal*, 10.11 (2022)
- Glazer, N. (2014). Formative plus summative assessment in large undergraduate courses: Why both? *International Journal of Teaching and Learning in Higher Education*, 26(2), 276–286.
- Grabe, William. 2009. *Reading in a Second Language Moving from Theory to Practice*. The US. Cambridge University Press.
- Graham, J.G. (1987) English language proficiency and the prediction of academic success. *TESOL Quarterly*, 21(3), 505-521
- Harlen, W. (2005). Teachers' summative practices and assessment for learning—tensions and synergies. *Curriculum Journal*, 16(2), 207-223.
- Harmer, Jeremy. 2001. *The Practice of English Language Teaching* 3rd Edition. London. Longman
- Harmer, Jeremy. 2007. *The Practice of English Language Teaching*. Fourth Edition. England: Pearson Education Limited.
- Herrera Mosquera, L., Macías, V., & Fernando, D. (2015). A call for language assessment literacy in the education and development of teachers of English as a foreign language. *Colombian Applied Linguistics Journal*, 17(2), 302-312.
- Hughes, A. (2003). *Testing for language teachers* (2nd ed). Cambridge University Press.
- Izatullah, Syed, Rabeeya Nasir, and Fariha Gul, 'A Study to Examine the Relationship between English Language Proficiency and Academic Achievement of Students in Higher Education Institutions', *Global Educational Studies Review*, VII.I (2022), pp. 164–71, doi:[10.31703/gesr.2022\(VII-I\).17](https://doi.org/10.31703/gesr.2022(VII-I).17)
- Kerlinger, F.N., Lee, H.B., 2000. *Foundations of Behavioral Research*, 4th ed. Harcourt College Publishers, Fort Worth, TX.
- Khairil and Mokshein. (2018). 21st Century Assessment : Online Assessment. 8(1), 659–672. Retrieved from <https://doi.org/10.6007/IJARBSS/v8-i1/3838>
- Leong, Lai-Mei and Sayedeh Masoumeh Ahmadi. 2017. An Analysis of Factor Influencing Learners' Speaking Skill. In *International Journal of Research in English Education*. Vol. 3 (1): 34-41. Available: [www.ijreeonline.com](http://www.ijreeonline.com).
- Lumettu, A., & Runtuwene, T. L. (2018). Developing the Students' English Speaking Ability Through Impromptu Speaking Method. *Journal of Physics: Conference Series*, 953(1), 0–9. <https://doi.org/10.1088/1742-6596/953/1/012035>
- Luoma, S. (2004). *Assessing Speaking*. Cambridge: Cambridge University Press.
- Nation, I. S. P. and J. Newton. (2009). *Teaching ESL/EFL Listening and Speaking*. New York: Routledge.
- Lynn Quitman Troyka. *Simon and Schuster Handbook for Writers*. (New Jersey: Prentice Hall. 1993), p. 3
- Mahardini, A. (2023). *Pengembangan E-LKPD Liveworksheets berbasis PBL (Problem Based Learning pada materi perubahan lingkungan untuk siswa kelas X SMAN 1 Glenmore Banyuwangi* [UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER].

- <http://digilib.uinkhas.ac.id/28678/>
- Marfhadella, P. (2021). *PENGEMBANGAN ASSESSMENT UNTUK MENGUKUR KEMAMPUAN BERPIKIR KRITIS MATERI INTERAKSI MAKHLUK HIDUP DENGAN LINGKUNGAN DI SMP SE-KOTA BENGKULU* [INSTITUT AGAMA ISLAM NEGERI BENGKULU]. <http://repository.iainbengkulu.ac.id/7156/1/Skripsi%20Putri%20Marfhadella.pdf>
- Morley, J. (2001). Aural Comprehension Instruction: Principles and Practices. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language* (pp. 69-85) Boston: Heinle and Heinle.
- Myron Orleans. (2014). *Cases on Critical and Qualitative Perspectives in Online Higher Education*. California USA: Information Science Reference an imprint of IGI Global.
- Nallaya, S. 2012. The Measurement of Change in English Language Proficiency. *Issues in Educational Research*, 22 (2): 149-168.
- Nuraenah, I., Miarsyah, M., & Adisyahputra. (2019). The correlation between English proficiency and reading comprehension with scientific literacy skills of senior high school student. *IOP Conference Series: Earth and Environmental Science*, 243(1). <https://doi.org/10.1088/1755-1315/243/1/012057>
- Poerwita Sary, F. (2015). Teaching Critical Listening To Young Learners in Indonesian EFL Context. *Indonesian EFL Journal*, 1(11), 41–47.
- Popham, W. J. (2008). *Transformative assessment*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Pourhosein, G. A., & Ahmadi, M. R. (2011). A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement. *Journal of Language Teaching and Research*, 2(5), 977-988.
- Rahman, Arif, Lalu Ari Irawan, Moh Arsyad Arrafii, and Wayan Prami Wahyudiantari, 'Pelaksanaan Asesmen Diagnostik Mata Pelajaran Bahasa Inggris Tingkat SMP Negeri dan SMA Negeri: Penguatan Implementasi Kurikulum Merdeka di Kab. Lombok Tengah', *Vol, 5* (2023)
- Ramatni, Ali, Fivie Anjely, Didik Cahyono, Saparuddin Rambe, and Muwafiqus Shobri, 'Proses Pembelajaran Dan Asesmen Yang Efektif', *Journal on Education*, 5.4 (2023), pp. 15729–43
- Read, J. (2015). *Assessing English proficiency for university study*. Palgrave MacMillan. <https://doi.org/10.1057/9781137315694>
- Richards, J.C. and Renandya, W.A. (Ed.). (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Ridwan Aldila Melania Care, F., Sugeng Subagio, B., & Rahman, H. (2018). Porous concrete basic property criteria as rigid pavement base layer in Indonesia. *MATEC Web of Conferences*, 147, 02008. <https://doi.org/10.1051/mateconf/201814702008>
- Riyan Afandi, M., Ramdhani, M. A., Rizky, M., Setiawan, E., Majid, A., Abdurrahman, U. K. H., & Pekalongan, W. (2022). Tantangan dan Strategi dalam Menggunakan Assessment untuk Meningkatkan Pembelajaran di Era



- Digital. *SANTIKA: Seminar Nasional Tadris Matematika*, 3, 552–562. <https://proceeding.uingusdur.ac.id/index.php/santika/article/view/1265>
- Rohmah, I. I. T. (2021). Microteaching: Preparation and Performance.
- Rost, M. (2001). Listening. In R. Carter, & D. Nunan (Eds.), *The Cambridge Guide to Teaching English to Speakers of Other Languages* (pp. 7-13). Cambridge: Cambridge University Press. <http://dx.doi.org/10.1017/CBO9780511667206.002>
- Rudd, M., & Honkiss, L. (2020). Analyzing the correlation between English proficiency and academic performance among Thai university students. *Athens Journal of Education*, 7(1), 122–138. <https://doi.org/10.30958/aje.7-1-6>
- Rusman. 2012. *Manajemen Kurikulum*. Cetakan ke-4. Jakarta: PT. Raja Grafindo Persada.
- Sefrianto, Aip Badrujaman, and Komarudin Komarudin, 'VALIDITY OF INSTRUMENTS AS MEASURING INSTRUMENT EVALUATION PROGRAM ON THE JOB TRAINING STUDENTS SMK NEGERI 1 CARIU BOGOR REGENCY', *JISAE: Journal of Indonesian Student Assessment and Evaluation*, 6.2 (2020), pp. 188–95, doi:[10.21009/jisae.v6i2.16021](https://doi.org/10.21009/jisae.v6i2.16021)
- Selma Koç, et.al. (2015). *Assessment in Online and Blended Learning Environments*. USA: Information Age Publishing Inc.
- Shofiyah, N., & Sartika, S. B. (2018). *BUKU AJAR MATA KULIAH ASESMEN PEMBELAJARAN*. UMSIDA PRESS.
- Siahaan, S. 2008. *The English Paragraph*. Yogyakarta: Graha Ilmu.
- Sri Andayani, E. (2022). The Importance of Learning and Knowing English in Higher Education in Indonesia. *Research and Development Journal Of Education*, 8(1), 372–379. <http://dx.doi.org/10.30998/rdje.v8i1.13315>
- Stockdale, D. A. (2009). Comparing Perception of Oral Fluency to Objective Measures in the EFL Classroom. March, 1.
- Suparno dan Mohammad Yunus. 2008. *Keterampilan Menulis*. Jakarta: PT. Universitas Terbuka
- Supinah. (2008). *Penyusun Silabus dan Rencana Pelaksanaan Pembelajaran (RPP) Matematika SD dalam Rangka Pengembangan KTSP. (Electronic Version)*. Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan Matematika.
- Syafi'i, A., Marfiyanto, T., & Rodiyah, S. K. (2018). STUDI TENTANG PRESTASI BELAJAR SISWA DALAM BERBAGAI ASPEK DAN FAKTOR YANG MEMPENGARUHI. *Jurnal Komunikasi Pendidikan*, 115-123.
- Tarigan, G. 2008. *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa
- Taufik, Indarwati, D., Ahmad, M. S., & Wulandari, R. (2023). *Pedoman Microteaching TA 2023/2024*. Universitas Islam Negeri Sunan Ampel Surabaya.
- Tedjo, E. W. (2022). The Relationship between English Language Proficiency and Logical Thinking Skills. *Applied Linguistics, Linguistics, and Literature*

- (ALLURE) Journal, 2(1), 1–9. <https://doi.org/10.26877/allure.v1i2.10726>
- Uno, H. B., & Koni, S. (2012). *Assessment pembelajaran* (Cet. 1). Bumi Aksara.
- Widiyanto, Sigit, Lusiana Wulansari, and Fitria Sari Hasanusi, ‘Pelatihan “English Communicative” Guna Mempersiapkan SDM Berkualitas Dan “Competitive”’, *Intervensi Komunitas*, 1.2 (2020), pp. 125–31, doi:[10.32546/ik.v1i2.643](https://doi.org/10.32546/ik.v1i2.643)
- Wijayanti, D. N. (2019). Journal of English Teaching and Learning Issues of Language Assessment. *Journal of English Teaching and Learning Issues*, 2(2), 93–114. <https://doi.org/10.21043/jetli.v2i1>.
- Zai, Luthia Sakhie, ‘The Impact of English Language Proficiency on Academic Achievement’, *Jurnal Pustaka Ilmu*, 3 (2023)
- Zuwaidah, A. (2020). The Correlation between Students’ English Proficiency and Their Statistics Competence of English Department at IAIN Tulungagung in Academic Year 2016/2017. <http://repo.uinsatu.ac.id/id/eprint/16215>