

ABSTRACT

This study aims to investigate real assessment practice in Young Language Learners (YLLs)' classrooms. The purpose of this study is to investigate the purposes of assessment in English language teaching of YLLs, assessment techniques used, and language skills assessed. The research design of the study is a case study. The data were collected through 30 classroom observations, interviews with 5 English teachers and document analysis on students' work and assessment records. There were three results of the study. First, the study indicates that teachers of YLLs conducted assessment for five purposes. The purposes are: (1) formative purpose, (2) summative purpose, (3) informative purpose, (4) diagnostic purpose, and (5) evaluative purpose. Second, the study also reveals that teachers conducted three assessment techniques, namely on-the-run assessment, self- and peer-assessment, and classroom tests. The most frequently conducted assessment technique was on-the-run assessment, followed by classroom tests and self- and peer- assessment. Third, the study indicates that all four language skills, namely listening, speaking, reading, and writing skills were assessed by the teachers of YLLs. The most frequently assessed language skill by the five teachers was the writing skill, followed by speaking, and then reading and listening. The conclusion is that assessment conducted in the YLLs' classroom still does not fulfill assessment standards stated both in theories and government regulations about assessment for YLLs.

Key words: assessment, Young Language Learners (YLLs)