

## ABSTRACT

English has been taught from primary school to higher education in Indonesia, but it does not provide much contribution to the English speaking skill of Indonesian students. This condition is caused by several factors; the types of the tasks provided are one of them. This study aims to analyze the communicativeness of the tasks and the appropriateness of the scoring criteria in children's speaking assessment. The participant of the study was an English teacher in an elementary school in Bandung. The data were obtained qualitatively by using observations, document analysis, and interviews. The analysis revealed that the tasks conducted during the speaking assessment and the speaking scoring criteria constructed by the teacher were lack of their ability to measure the students' communicative speaking skill. It was found that there are limitations occurring in each dimension included in the tasks, such as the frequency of the target language use, the appropriateness of the language instruction to the students' skill being assessed, the appropriateness of the language materials to the students' level, the roles of the teacher and the students, the support of the students' engagement, and the categories of the speaking scoring criteria. This study is expected to be one of references for teachers of young learners in designing the better and more appropriate speaking tasks.

*Keywords: Teaching English for young learners, Speaking assessment, Communicative tasks.*

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Di Indonesia, Bahasa Inggris telah diajarkan sejak sekolah dasar hingga pendidikan tinggi, namun hal ini tidak memberikan kontribusi yang banyak terhadap kemampuan berbahasa Inggris siswa Indonesia. Kondisi ini disebabkan oleh beberapa faktor; salah satu diantaranya yaitu jenis tugas yang diberikan oleh guru. Penelitian ini bertujuan untuk menganalisis kekomunikatifan suatu tugas dan kesesuaian kriteria penilaian dalam melakukan penilaian kemampuan berbicara anak. Peserta penelitian adalah seorang guru Bahasa Inggris di sebuah sekolah dasar di Bandung. Data diperoleh secara kualitatif dengan menggunakan observasi, analisis dokumen, dan wawancara. Hasil penelitian menunjukkan bahwa tugas yang dilakukan selama penilaian berbicara dan kriteria penilaian yang dibuat oleh guru tidak dapat mengukur kemampuan berbicara siswa secara komunikatif. Ditemukan bahwa ada keterbatasan yang terjadi pada setiap dimensi yang termasuk dalam tugas, seperti frekuensi penggunaan Bahasa Inggris, ketepatan instruksi bahasa terhadap keterampilan siswa yang dinilai, kesesuaian materi pembelajaran dengan bahasa siswa, peran guru dan siswa, dukungan keterlibatan siswa, dan kategori kriteria penilaian berbicara. Penelitian ini diharapkan bisa menjadi salah satu rujukan bagi guru pengajar sekolah dasar dalam merancang tugas kemampuan berbicara Bahasa Inggris yang lebih baik dan lebih tepat.

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