CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

This chapter discusses the conclusions and recommendations of this study. This chapter is divided into four parts, conclusion, implications, limitations of the study and recommendations for further research. The conclusions are described based on the data which have been analyzed and interpreted in chapter four. The following is the description of four parts of the chapter in detail.

1.1 Conclusions

The conclusions described here are made from the findings of the study which are obtained from the data of classroom observation, interview and document analysis. The following is the description of each research question outlined in chapter one, followed by the conclusions of each research question.

The first research question is what techniques that the teachers use to assess English young learners. Based on the data from the observation and document analysis, it is found that teachers conducted four assessment techniques, namely on-the-run assessment, classroom tests, self and peer assessment, and portfolio assessment. T#1 and T#2 conducted on-the-run assessment and classroom test, while T#3 conducted self and peer assessment and portfolios.

The data also shows that the most frequent assessment technique conducted by the three teachers observed is classroom test which was conducted 47 times in 8 observations. Teachers conducted on-the-run assessment 39 times, self and peer assessment 6 times, and portfolios 1 time. Among the three teachers observed, T#3 is the one that conducted classroom testmost frequently. T#3 conducted this technique 16 times. The next teachers who conducted this technique most frequently is T#1 who conducted it 12 times and T#2 conducted it 8 times.

The second assessment technique most frequently used by the three teachers observed is on-the-run assessment. This technique was conducted 39 times. Among the three teachers observed, T#2 conducted this technique most frequently (12 times), followed by T#1 who conducted it 10 times. And T#3 conducted it 9 times in 8 observations. The third assessment technique most frequently used by three teachers observed is self and peer assessment. This

technique is conducted 6 times. Among the three teachers observed T#2 is the one who conducts this technique 6 times. T#1 and T#3 did not implement this technique.

To sum, the most frequent assessment technique conducted by the three teachers were classroom tests and on-the-run assessment, all teachers conducted this assessment technique. In doing on-the-run assessment technique, the three teachers implemented three of intervention strategies in on-the-run assessment, namely open-ended questioning, providing feedback, and modeling, but they did not make record of assessment that they had conducted. However, the biggest consideration in reporting students' assessment was on classroom tests.

From the data above, in relation to McKay's theory of seven assessment techniques for young learners: On-the-run assessment, portfolio, self and peer assessment, classroom test, conferences, observation, and contracts of work and projects, it was found that teachers implemented the first four of these. it can be concluded that all teachers observed are aware that English young learners cannot be assessed only through one technique. They conducted four assessment techniques but they only have notes/ record on the result of assessment on classroom test technique. Therefore, the assessment record is not able to present the ability and the progress that the young learners have made during the learning process.

The second research question is what language skills are assessed. Based on the data obtained from the observation and document analysis, it is found that all four language skills, namely listening, speaking, reading and writing are assessed by the three teachers of English young learners. Among the three teachers observed, T#3 assessed all the language skills, while T#1 assessed speaking, writing and listening and T#2 assessed speaking, reading and writing only.

The data also shows that the most frequent language skill assessed by the three teachers observed was writing (25 times). T#1 was the one who assessed writing skill most frequently (14times), followed by T#3 who assessed writing skill 6 times and T#2 assessed writing skill 5 times. The next most frequent language skill assessed by the three teachers observed is speaking skill. The total frequency of speaking skill conducted by three teachers observed is 17 times. T#1 assessed speaking skill most frequently (8 times), followed by T#2 who assessed speaking skill 5 times and T#3 assessed it 4 times. The third language skill that was most frequently assessed is

reading skill. The total number of reading skill assessment is 11 times. Two teachers conduct reading skill assessment, T#2 and T#3. T#2 assessed reading skill 6 times while T#3 assesses reading skill 5 times. The language skill that is least frequently assessed is listening skill. Listening skill assessment was conducted only 9 times and only two teachers conductedlistening skill assessment, T#1 and T#3. T#1 assessedlistening skill 8 times, while T#3 assessed 1 time.

From the data above it can be concluded that even though all teachers conducted assessment of all language skills, the most frequent language skill assessed are writing and speaking the mainly focus only on the productive skills. This is in line with the studies from Bashrin, 2013; Hossain, 2015; & Golkova, 2014, stating that for young learners it is better to emphasize more on the productive skills. However, it is also important to assess the receptive skills as these are developed first compared to the productive skills. Thus the teachers should pay attention to the assessment of receptive skills first before conducting assessment of the productive skills. Thus, the assessment of the four skills must be balanced.

The third research question is what difficulties encountered by teachers during the assessment process. Based on the data from interview and observation, there are three main difficulties which occur in the classroom; (1) limitation of time in conducting speaking assessment (2) Large number of students in classroom (3) students' limited vocabulary that leading to reluctant to practice

The first difficulty encountered by the teacher in conducting speaking assessment is limitation of time. The teachers didn't have enough time to teach students including to assess the student practices one by one in the classroom, thus the teacher needs more time to conduct this speaking assessment, otherwise, teacher needs strategy to manage the time, or create some group and peer assessment in order to save the time. Moreover, large numbers of the students in the classroom also become the difficulties faced by the teacher in assessing students' speaking skills. Thus, the teachers didn't have time to observe the students while they were doing speaking practice one by one in the classroom. Based on observation, in some sessions, speaking practice in the classroom did not work completely because some students chatted with others and become noisy while waiting for their turn to practice dialogue. That condition created a noisy and unconducive situation in the classroom. Eventually, the teacher had to remind the students to be quiet for a more conducive learning environment.

The third difficulty encountered by the teacher was related to individual learners' personalities, their anxiety to speak in practicing a dialogue. Based on the observation and interviews, the students still feel guilty and desperate when they communicated in English and made mistakes. Young learners still have limited vocabulary, so they are reluctant to speak in front of the classroom. Thus, the teacher created two ways of practices by mixing Indonesian and English language, then the teacher will translate it in English and correct the wrong pronunciation, in order to ensure their speaking skill and make the students comfortable with the activity of practicing dialogue.

In conclusion, the teachers practicing in assessing English young learners in the classroom need a well prepared plan to develop several assessment techniques. Some extra plans should be organized to minimize the problem and difficulties during the process of assessment. Moreover, in Indonesia's context, English language is still not easy to implement both inside and outside the classroom. The students find difficulty in applying English language in their daily communication because of cultural barriers, environment, and motivation to learn English language.

1.2 Implications

The results of the study show that there are many aspects of the assessment of young learners, such as assessement technique and assessment tasks that are still not in line with the characteristics of English for young learners and the assessment procedures for young learners. Based on the aim and the results, the study has the implication that is all teachers have to get regular training on teaching young learners and assessment of young learners. These trainings hopefully will be able to improve teachers' knowledge on the two main topics. The improvement in teaching English for young learners and assessment of English for young learners lead to be better assessment process. Better assessment process will lead to better teaching and learning process.

1.3 Limitations of the study

This study has some limitations. The first limitation is that regarding the school that becomes the sample in this research. Because of the limited time and limited access to elementary schools, researcher could only pick two elementary school both public and private

schools which even though is considered to be a school with good accreditation, is still far from ideal English language teaching and assessment process for EYL. The study may be able to show the reality of assessment in EYL's classroom but the results are not be able to become role model for assessment of young learners implementation. That is why, it is suggested that other researchers should spend more time in order to choose more appropriate school as sample, in hope that the study will result in the profile of ideal assessment for EYLs.

The second limitation of this study is that the researcher only observed and conducted the study of fourth and five grade classes. It is suggested that further research should conduct the study on all grades in elementary level that is from first to sixth grade. In that way, a more thorough and representative results of the study may be obtained.

1.4   Recommendations for further Research

For further research, due to the design of this study that is a case study research design, it is recommended to extend and broaden the scope. It can be the number of the participant or the site of the study. Participants with various characteristics may affect or enrich the result of the study. It also might happen to the study conducted in different site of study as each area has its own characteristics. Besides area of school, types of school (public school or private school) might also influence the results of the study. In this contexts, numerous participants and sites of study may also give more obvious and also various pictures of results of study regarding the use of various technique assessment in EYL classrooms.