

**TEACHERS' ASSESSMENT PRACTICES IN ENGLISH FOR YOUNG LEARNERS  
CLASSROOM**

A THESIS

Submitted in partial fulfillment of the requirement  
For the Master's Degree in English Education



**Written by:**

**Janatul Aliyah**

**1706939**

**ENGLISH EDUCATION DEPARTMENT  
SCHOOL OF POSTGRADUATE STUDIES  
UNIVERSITAS PENDIDIKAN INDONESIA**

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Didi Sukyadi

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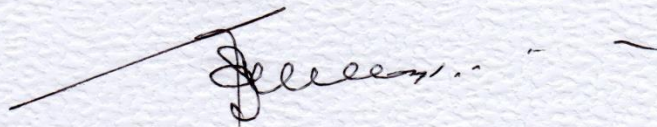
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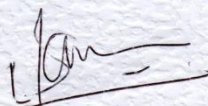
**By  
Janatul Aliyah  
1706939**

**Approved by  
Supervisor**



**Prof. H. Fuad Abdul Hamied, M.A., Ph.D.  
NIP. 195008211974121001**

**Co-Supervisor**



**Yanty Wirza, M.Pd., M.A., Ph.D.  
NIP. 197701152005012003**

**Acknowledged by  
Head of English Education Program  
School of Postgraduate Studies  
Universitas Pendidikan Indonesia**



**Prof. Dr. H. Didi Suherdi, M.Ed.  
NIP. 196211011987121001**

## ABSTRACT

Teachers' assessment in EYL classrooms is essential since the young learners have different characteristics from adult learners. Research shows that the teachers often find it challenging to implement the teaching and learning process due to a lack of clear guidelines or sufficient training. Consequently, if the teachers lack of competence in teaching young learners, it can be assumed that they too lack of competence in assessing young learners. This study aims to investigate the assessment techniques employed by teachers in assessing EYL, the language skills assessed, and to identify the difficulties encountered by teachers during assessment process. The research design of the study is a case study. The data were collected through 32 classroom observations, interviews with 3 English teachers and document analysis on students' work and assessment records. The main results of the study, First, the study indicates that EYL teachers conducted four assessment techniques, namely on-the- run assessment, self and peer assessment, classroom tests, and portfolios assessment. The most frequently conducted assessment technique was classroom tests and on-the-run assessment. Second, the study also reveals that teachers conducted assessment for all language skills and the most frequently language skill assessed by the three teachers was the writing skill, and followed by speaking. Third, the difficulties encountered by teachers during assessment process were mainly derived from the limitation of time, large number of students in the classroom and the students' limited vocabulary that leading to reluctant to practice, despite the teachers had attempted various techniques in assessing young learners in the EYL Classrooms. Hence, they should consider alternative assessment, rather than only traditional paper and pencil tests.

**Keywords:** Assessment, Teachers' assessment practices, English young Learners

## ABSTRAK

Penilaian guru di kelas bahasa Inggris pada anak pembelajar muda merupakan hal yang penting dikarenakan pembelajar muda memiliki karakter yang berbeda dari pembelajar dewasa. Penelitian menunjukkan bahwa guru sering merasa sulit untuk menerapkan proses belajar mengajar karena kurangnya pedoman yang jelas atau pelatihan yang memadai. Akibatnya, jika guru kurang kompeten dalam mengajar pelajar muda, dapat diasumsikan bahwa mereka juga tidak kompeten dalam menilai pelajar muda. Penelitian ini bertujuan untuk menyelidiki teknik penilaian yang digunakan oleh guru dalam menilai bahasa Inggris pada pelajar muda, penilaian keterampilan berbahasa, dan untuk mengidentifikasi kesulitan yang dihadapi oleh guru selama proses penilaian. Desain dari penelitian ini adalah studi kasus. Data dikumpulkan melalui 32 observasi kelas, wawancara dengan 3 guru bahasa Inggris dan analisis dokumen pada pekerjaan siswa dan catatan penilaian. Hasil utama penelitian, pertama, penelitian menunjukkan bahwa guru EYL melakukan empat teknik penilaian, yaitu penilaian yang berlangsung selama proses pembelajaran, penilaian diri sendiri dan teman sebaya, tes kelas, dan penilaian portfolio. Teknik penilaian yang paling sering dilakukan adalah test di ruang kelas. Kedua, penelitian ini juga mengungkapkan bahwa guru melakukan penilaian untuk semua keterampilan bahasa dan yang paling sering dinilai oleh ke tiga guru adalah keterampilan menulis dan diikuti dengan berbicara. Ketiga, kesulitan yang di hadapi oleh guru selama proses penilaian berasal dari keterbatasan waktu, jumlah siswa yang besar dalam satu kelas, dan kosakata siswa yang terbatas yang menyebabkan enggan untuk berlatih, meskipun guru telah mencoba berbagai teknik dalam menilai pelajar muda. Oleh karena itu, para guru harus mempertimbangkan penilaian alternatif, daripada hanya tes tradisional berupa pensil dan kertas.

**Katakunci :** penilaian, praktek penilaian guru, bahasa Inggris pada pembelajar muda

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