

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter consists of two sections. The first section presents the conclusions of the study. They are drawn based on the data analysis discussed in the last chapter. The second one presents the suggestions that are relevant to this study. They are provided to give information for further research related to this study.

#### 1.1 Conclusions

The aim of English language program in Indonesian Private Courses focuses on communication. Thus, speaking skill plays an important role in teaching and learning process. In helping teachers to teach speaking skill effectively, many strategies have been introduced by experts. Yet, in the process, these strategies are not followed by appropriate assessments. Appropriate assessments are needed since young learners have different characteristics. They need specific assessment strategies which support their development.

This study focused on how speaking assessment is conducted for young learners. It addressed the questions of what EYL teachers know about speaking assessment and what strategies they use in assessing young learners' speaking skill.

The first research question is answered by the data from interviews. It was found that there were two main purposes of their speaking assessment. They were to measure young learners' speaking ability and to motivate them to be more confident in speaking English. They used assessment table that was consisted of scores which became an indicator to measure young learners' ability.

In deciding the aspects to be assessed, most teachers have had their own authority since the place they worked believed that teachers know best what students need for the future. Thus, there were no teachers who faced any difficulties in conducting speaking assessments for the students.

From the findings, it was known that although most teachers did not fully understand about the principles of speaking assessment, however they were able to conduct speaking assessments for their students. They did not recognize the terms in assessment, yet in the process, their understanding of the assessment was in accordance with the principles proposed by the experts.

The second question is answered by observations and interviews. The result indicated that teaching experience and education background affected the number of strategies used in assessing students' speaking skill. It also showed that respondents implemented ten different strategies in assessing young learners' speaking skill. They were *Question and Answer*, *Role-Play/Mini Dialogs*, *Word Repetition Tasks*, *Translation (of limited stretches of discourse)*, *Picture Cued Tasks*, *Picture-Cued Story-Telling*, *Read-Aloud Tasks*, *Interview*, *Games*, and *Storytelling*. Those strategies were proposed by Hughes (2003), Brown (2004), and McKay (2006). Most respondents claimed that those strategies were able to measure young learners' speaking ability as well as to increase their confidence in speaking English without harm young learners' characteristics.

Those findings showed a pattern that teaching experience and education background were in line with the number of strategies used and their appropriateness for young learners' classrooms. The longer their experience, the more strategies were used in assessing young learners' speaking skill. The higher their education level, the more appropriate the strategies were used by the teachers.

## 1.2 Suggestions

Based on the findings of this study, the researcher realizes that there are many things that need to be explored in young learners' teaching and learning process. Thus, the researcher proposes several suggestions. Hopefully, these following suggestions would enhance knowledges for the program of teaching English for young learners.

1. Teachers should increase their professional development.

They have to keep improving their ability in teaching students by reading books that are relevant to their profession. They can attend some seminars or workshops that discuss young learners' world, include teaching and assessing strategies. They also have to be more get involved in peer discussion that might help them in improving their knowledge on EYL.

2. Government should participate in increasing EYL teachers' proficiency.

Nowadays, government and also private parties have been conducted so many seminars or training programs on how to teach English to young learners. However, unfortunately, it is still rare in facilitating EYL teachers for the assessment aspect. Therefore, it is expected that government can support EYL teachers in increasing their teaching ability by providing them seminars or workshop related on appropriate assessments for young learners.