

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the findings and discussion of the research. This study has three research questions that must be answered and explained by the researcher from the research findings. This chapter presents an overview of what are the techniques that teacher used in assessing English young learners' speaking skill, how the teacher used the technique in the classroom, and what are the challenges encountered by teacher when assessing English young learners' speaking skill at English First Gatot Subroto Banjarmasin. In addition, the findings in this study are discussed based on the results of the observations, interviews, and document analysis.

#### **A. Findings**

This research was conducted at an English Course in Gatot Subroto Banjarmasin namely English First or known as EF in short. The researcher has observed 8 class which taught by different teacher. Each class consists 3-10 young learners. There are total 5 teacher that researcher interviewed which are Ms. N, Mr. I, Ms. E, Ms. B, and Ms. L . In this research, the researcher explains what are the techniques that teacher used in assessing English young learners' speaking skill and how the teacher used the technique in the classroom in the first and second research question. In this question, the researcher describes through eight observations and document analysis. As for the third question, what are the challenges encountered by teacher when assessing English young learners' speaking

skill, the researcher interviewed five teachers to answer this question. In addition, the researcher used document analysis in the form of learning materials, lesson plan, field notes, and textbooks. Therefore, the data found in the field are shown below.

### 1. Assessment Techniques Used By The Teacher in Assessing English Young Learners' Speaking Skills

Based on the data obtained through eight observation, there are some assessment technique that teachers used in assessing English young learners' speaking skill. See table 4.1

Table 4.1 Speaking Assessment Techniques

Assessment Technique	Meeting							
	1	2	3	4	5	6	7	8
News Telling								
Storytelling								
Picture Talks	✓	✓	✓	✓		✓		
Categorization Task		✓						
Oral Presentation								✓
Roleplay	✓			✓				
Oral Information Gap Task	✓		✓					
Partner & Group Discussion	✓							
Questions and Answers Task	✓	✓	✓	✓	✓	✓		✓
Oral Interviews	✓	✓						

According to the Table 4.1 above, it can be showed that from ten types of assessment techniques, questions and answers task is the technique that most often used by the teachers. Most of the teacher used more than one assessment technique in each meeting. In first meeting, which taught by Ms. N, she used six assessment techniques at once. She combined that six techniques during teaching and learning process.

Mr. I was taught in second meeting, he used four assessment techniques. And for third meeting, there is Ms. E which used three techniques in assessing English young learners' speaking skill. Then in forth meeting, the teacher was Ms. B. She also used three techniques for the speaking assessment. Just like the previous teacher, the researcher found that Ms. B also applied the question and answer task technique. While at meeting 6, which was taught by the same teacher, Ms. B. The researcher found only one technique used by her, which is question and answer task technique again.

The next meeting, Ms. L applied two techniques, picture talks and question and answer task. The seventh meeting, the researcher observed Ms. N's class again. However, in this meeting the researcher did not found out any speaking assessment techniques she used. On that day, Ms. N with her students were conducting writing assessment. So the skills taught at that time were writing skills not speaking skills therefore there was no speaking assessment. And then the last meeting

was taught by Mr. I again, he applied 2 assessment techniques. Mr. I was the first teacher that practiced oral presentation in the classroom.

## **2. The Implementation of Assessment Techniques in Assessing English Young Learners' Speaking Skills**

Besides finding out what assessment techniques are used by the teachers, based on the data obtained by observation, there are also several steps how the teachers used the assessment technique in the classroom in English First. The findings are described below.

### **a. Picture Talks**

Based on Table 4.1, the researcher found that picture talks was the assessment technique most often used by the teachers after question and answer technique. The teacher started picture talks assessment by displaying a picture in a smart television in front of the class. Then the teacher gave time to students to take a look to the picture. After that, the teacher will ask students about the picture. For example in meeting 1, Ms. N showed a poster related to movie genres. After students given enough time to analyze the picture, Ms. N will asked them, "*What are the genre of the movie in that picture?*" "*What do you think about the movie?*" And the students answered her questions. In the second meeting, Mr. I also used picture talks in the beginning of the lesson. However he divided the students into two groups. Each group got a different picture. He asked them in turn, "*So group 1,*

*What is the name of the store in the picture?” “What are the store sells?”* After he asked group 1, he will change the picture into another kind of stores and ask group 2 the same questions given to group 1. And then in third meeting, Ms. E showed students some picture related to jobs in movie industry. After showed the pictures in front of the class, she asked *“What is the name of the job in the picture?” “What does the actress do?” “What does the stuntman do?”*, and so forth. Same thing happened in the meeting forth and sixth, the teacher and students will talk about the pictures.

#### 4.1 Picture Talks



When the teacher asked the students related to the picture, it could be waiting for the students to answer, or the teacher sometimes pointing directly at the students by mention their names. In the end of each assessment technique, the teacher would give a point for each correct answer for each student.

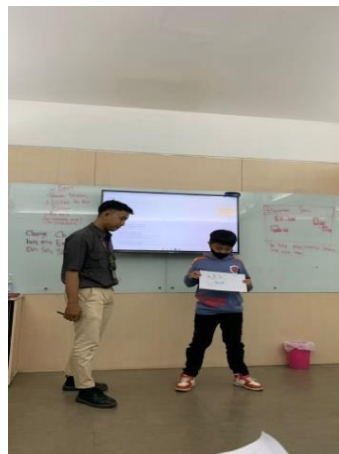
b. Categorization Task

During the observation, the researcher found out that categorization task just used once in second meeting. In this technique, student are asked to categorize some pictures into the right types. First step, Mr. I showed the pictures of two kinds of store and some disordered items sold in those two stores. Then the students are asked to categorize the disordered items into the right store. For example, the students chose cat food and categorize it as an item that sold in the pet store. The teacher would gave a point for who can answer correctly as an appreciation.

c. Oral Presentation

As well as categorization task, oral presentation also found only once used by the teacher in eighth meeting. The first step that Mr. I done was asked the students to draw a store and the items that sell in that store. After they finished with the drawing, they are able to hold and present it in the front of the classroom in rotation. The presentation was short and briefly. They were introduced their name first, and then mention what kind of store they drew and what are sell inside the stores. As an appreciation, the teacher and other students would gave applause to their friends after they finished their presentation.

## 4.2 Oral Presentation



### d. Roleplay

Roleplay is one of the assessment technique that perform a dialogue by playing a role. Based on the findings, there are two times roleplay applied in first and forth meeting. In the first meeting, Ms. N provided a short dialogue from the texbook and determine the role for the students. The next thing is students are given three minutes to read the dialogue first and then remember it. After that, the students play their role in front of the classroom by pairs without any text. Sometimes there are some students forgot about their part.

However Ms. N will help them remember it by saying a bit part that they forgot. While in the forth meeting, Ms. B asked students to make their own short and simple dialogue about exercise. They are asked to watched the video about two people

between a coach and a kid doing exercise. After they watched it, Ms. B asked them to make their own dialogue based on the short video. Ms. B also let the students determine their own role. As always, teacher and students would give applause to their performance as an appreciation.

e. Oral Information Gap Task

Oral information gap task is an assessment technique that requires teamwork to get the correct answer. It is compatible with what Ms. N did in the first meeting. She divided students into pairs first. Secondly, the teacher gave students 1 minute to guess as many answers as possible. After a pair of students were standing in the front of the class, there will be one student that gives information about the word that should be guessed by her/his teammate and should give a right clue. The other student should listen to the clue that her/his teammate gave, and try to guess the correct answer. When the students got clueless, Ms. N helped them by giving a small clue related to the correct answer. At the end of the assessment, Ms. N would give one point for each correct answer.



### 4.3 Oral Information Gap Task



#### f. Partner & Group Discussions

Based on the data, partner & group discussion only applied once time in the first meeting by Ms. N. Topic that can be discussed by children such as sharing likes and dislikes, experience, or opinion about something, At that time, the students are asked to share their favorite movie and their opinion about the movie. Students are required to take turn and to listen to each other. The other friends who listened to the opinion would like to added some questions or reactions, *“Why do you like the movie?”* *“Where do you watch the movie?”* *“I think the movie is so scary, I do not like it”*, etc. At the end, Ms. N would gave a point for all of students for their courage in sharing their opinion regarding their favorite movie.

#### 4.4 Partner & Group Discussions



##### g. Question and Answer Task

Question and answer task is the most often used by the teacher in assessing English young learners speaking skill according to the Table 4.1. The teacher asked the students some simple questions related to the material taught to them. The teacher would begin with basic questions first such as *“How is your day?”* *“How is your school?”* *“Have you eaten?”* After that, the teacher started to develop the complexity of the questions. For example in the first meeting, Ms. N asked the students *“What genre of movies do you know?”* *“What do you think about comedy movie?”* *“How about mystery movie? Is that scary?”* And then students are expected to answer the questions. Their answers or responses are still simple and briefly. Sometimes the teacher also include or add some new vocabulary into the questions. For example, in the forth meeting, Ms. B asked her

students *“Who can mention some healthy habits and unhealthy habits?”* And then some students responded like this, *“What is habit, Miss?”* Ms. B answered *“Oh, is there anyone here know what is habits?”* A student said, *“Habit is something that we always do everyday”*. *“Yup, that is correct”!* Ms. B then gave that student a point plus because he can define what is habit. Indirectly, the other students can get new vocabulary.

#### 4.5 Question and Answer Task



In addition, the other teacher, Ms. L also used some pictures to support the questions. For example, she showed some pictures related to kinds of jobs. Then students are asked about the picture, *“What is the name of this job?”* *“Yup, he is a singer. Do you have any favourite singer?”* All of the students responded by shared their favourite singer and song. As appreciation, teacher would gave them a point for each answer.

#### h. Oral Interview

The last technique used by teachers that found by the researcher is oral interview. This technique used by Ms. N and Mr. I in first and second meeting. Students are given 3-5 minutes to make the questions first and write it in the paper. The questions are related to the materials taught in that day. In first meeting, Ms. N asked the students to interview each other with their friends about favourite movie. The questions were short and simple, *“What kind of genre movie do you like?” “Why do you like it?” “What is the name of the movie?”* While in second meeting with Mr. I the topic is about stores. The questions were going like this, *“ Where did you go yesterday?” “Why are you going to the (store’s name)?”* After they finished with the interview, teacher would gave them points for each students as an appreciation.

#### 4.6 Oral Interview



### 3. The Challenges Encountered by The Teacher in Assessing English Young Learners' Speaking Skills

The teachers can implement various assessment techniques in assessing English young learners' speaking skill at English First Banjarmasin. However, to find out whether the speaking assessment is going well, this can be seen from the teacher challenges when assessing students' speaking skill. Based on the data obtained by interviewed 5 teachers, the researcher found there are indeed some challenges encountered by the teachers, which the researchers explain below.

#### a. Young Learners Need More Motivation

Young learners, unlike adults, likely have little say in the amount of time they are in your classroom. Typically, their parents placed them there. Occasionally, they lack self-motivation. Therefore, it is a teacher's responsibility to motivate students. The teacher can motivate students by praising what they have accomplished.

*“You need to be creative in choosing the activity for them. And also create like a reward system, Such as you put the name on the board and give stars to them. They really need that it will motivate them. Because young learners don't have internal motivation yet. It's not like they want to learn English from deep inside. They are asked by their parents, right? So it is also our job to create their motivation”.*

Due to the fact that young learners required more motivation, it will be challenging to introduce and explain the

concept of the learning material to them. This can be proven based on the statements from the teacher interviews below.

*“For young learners, it's about introducing them to the concept of what they're going to talk about and making sure they get it well enough to the point that they can talk about it by themselves without assistance”.*

The other teacher also agree that young learners are need more motivation and more effort to make them understand the material. Young learners like to given small appreciation such as point for every correct answer they have.

*“When it comes to young learners, I think that it's challenging, because they still can't really understand, sometimes what we are explaining in the classroom, they understand depends on the students, but we need more effort to make them understand. We need to give more examples, we need to use our TPR total physical response. And I think that when it comes to adults, it also needs body force, actually, because adults don't really care about points. When it comes to young learners, they care about points, but when it comes to adults, they don't really care about points”.*

#### b. Time Consuming

Assessing young learners' oral communication skills is a challenging task. There are still some young learners who are reluctant to speak in front of the classroom.

*“Yes, sometimes speaking assessment is time consuming. Because there is always one or two shy student who does not want to say anything and still need to be encouraged to speak. When they try to speak, their voices are low and it make the pronunciation unclear. Then teacher should repeat the question and encourage them more to speak a bit loudly”.*

When there are too many students in a classroom, assessing the speaking ability of young learners can be time-consuming, as stated by another teacher. Due to the unique characteristics of each pupil, assessing speaking ability may also be time-consuming. The teacher must manage the students in order for them to pay attention to the instructions.

*“Yes it could be time-consuming when there are many students in a class (e.g. more than 10). Yeah, the larger the class, the more students are, it will be more time consuming to manage them, you know, to give them instruction, because some students not listening to you enough, they got distracted. So it will take more time. And also to monitor them. If we, if we do the assessment, one pair at a time, then the other students will be will do another thing and disturb their friends. And if we let all of the students to do the assessment at the same time, it's hard for us to monitor and give the right score. Because it's just too much of them”*

The teacher should be effective in managing their lesson time, so the time that available is fit for speaking assessment and the learning goals can be achieved, like one of the teacher said below.

*“In this case, the teacher must be smart in managing time for learning as well as assessment. So that the time available is sufficient to carry out learning activities and assessments properly”.*

#### c. Young Learners' Vulnerability to Distraction

One of the biggest obstacles in instructing and assessing young students is their short attention span, which causes them to lose interest within a couple of minutes. Young students

demonstrate characteristics of a brief attention span. Even when the teacher is in the midst of explaining the material, they are readily distracted by their peers. Below is evidence from interviews with the teachers.

*“Young learners are easily distracted so making sure their focus is always on throughout the class is quite a challenge too. Teaching teens has a challenge on its own too such as making sure that the lesson is relatable to them instead of just learning and learning”*

#### d. Young Learners are Easily to Get Bored

As young learners are known to be active learners, they prefer to learn by doing. If the activities are insufficiently compelling and intriguing, young learners can easily become dull. This is due to the fact that they have a short attention span. Typically, after ten minutes, they lose interest in the task at hand, particularly if it is taught explicitly and lacks elements of play. This can be proved by the interviews below.

*“So the difference that I noticed between young learners and other learners are you need more energetic when it comes to young learners. You need to involve a lot of action, you need to move more, you need better than just talking. In the other hand, with the older learner you just need to sit and talk. What they do is just basically sit down and listen to you and talk if it is necessary. But with young learners you cannot do that. They will get bored. They cannot sit for a long time and listen. They need to move. They learn by having fun. If the learning activities are fun for them then they are going to be engaged. If it is not them they will not. You need to be creative in choosing the activity for them”.*



One of the challenges for the teacher is to determine what technique that suitable or matched with students' interest so the students will follow the assessment easily as well as feel happy and not get bored quickly.

*“I think the challenges are to make sure that they are not a really scored that they are not going to reduce their confidence. Their challenges are as well to think about the ideas that the students like or to match the students interests in deciding the activity. So I guess the challenges are on the students interest, to match the students interests, and then to make sure that they really understand that type of language, then to make sure that they are always confidence to make sure that they can pronounce two words correctly”.*

## **B. Discussions**

After the data is presented in the description above, the researcher writes and analyzes based on the findings that have been written. The researcher has three research questions answered in this study. After conducting research and analyzing all the data, the researcher wants to convey the findings and relate them to the existing theory. Below is a discussion of the findings.

### **1. Assessment Techniques Used By The Teacher in Assessing English Young Learners' Speaking Skills**

Assessment is, as we all know, a crucial component of the teaching and learning process. According to Hartley and Sporing, cited in Barek (2018), assessing speaking ability has become one of the most essential aspects of language assessment as the significance of speaking skills in learning a language has increased. Many students

claim that communicating is the most challenging aspect of language acquisition, and they also find it challenging to express their ideas, thoughts, and emotions. Therefore, instructors must make class pleasant for their students and focus more on improving their speaking ability. According to Harmer, cited in Umah (2020), there are a number of pleasant speaking activities (role playing, discussion, image presentations, etc.). Penny (2006) also described that there are 10 techniques for assessing speaking skill.

In accordance to the findings, the researcher found there are various techniques that teachers in English First Banjarmasin used in assessing English young learners' speaking skill. From ten techniques that Penny (2006) mentioned in her book, eight of them are used by the teachers in English First Banjarmasin. They are picture talks, categorization task, oral presentation, mini dialogue or roleplay, oral information gap tasks, partner and group discussions, questions and answers tasks, and oral interview. The other techniques did not used by the teachers are newstelling and storytelling.

According to Table 4.1, questions and answers tasks is the assessment technique most often used by the teachers at EF Banjarmasin. Penny (2006) stated that simple one-word answer questions are useful to elicit vocabulary and formulaic expressions in beginning learners. This technique must focus on young learners' age and level of proficiency. Most teachers use this strategy because it is

simple to implement and make the classroom more communicative. Teachers will ask some questions, and young learners will respond verbally. This strategy allows teachers to assess young learners' pronunciation, fluency, task completion, and comprehension.

The second technique most often used by the teachers at EF Banjarmasin is picture talks. As we know that young learners love colorful pictures. From the pictures student will get ideas or views of what is being taught by their teacher. This will help them understand the material more quickly. According to Hutagaol (2022), these images serve as a prompt for young learners to create a narrative or description. This strategy can motivate students to enhance their English proficiency. Using this method, the teacher creates images that encourage young students to speak. Teachers should also provide students with detailed instructions. Following that, the teacher explained the material about nouns and then asked the young learners the name of the store in the picture and the items that store sells in the pictures shown by the teacher.

The next technique used by the teacher is oral information gap task. According to Ur cited in Umah (2020), information gap is a particularly intriguing variety of the task based on the need to understand or transmit information – determining what is in a partner's picture. A variation on this is an opinion gap in which participants communicate their perspectives on a particular issue. This information

deficit does not also make learners unmotivated or uninterested in class. Information gap, according to Umah (2020) citing Nunan, is the transmission of provided information from one individual to another, typically requiring the encoding of information from or into language. So that all students will participate in completing the assignment.

Oral interviews also used by the teacher in English First as the assessment technique. Oral interviews assess children's ability to interact using both listening and speaking skills (Penny, 2006). Interviews with children must be brief, depending on their age and proficiency level. Children may be asked to find out information from someone. Based on the finding, the teacher asked students to interview their classmate related to their favorite movie genre and the reason why they like it.

Besides oral interview, the teacher also implemented oral presentations in assessing students' speaking skill. These brief oral presentation will help students develop confidence because they are presenting in the front of the class. This technique is comparable to picture talks, with the exception that young learners present a project report (Hutagaol, 2020). Young learners will find the task simpler if they can hold and display objects or pictures.

The another technique the teachers used is roleplay. Roleplay affords students the opportunity to be creative and imaginative with

their English, thereby fostering their personal development in the language. Engaging with other students also contributes to a positive classroom dynamic. Students will be motivated to communicate with confidence if they participate in an engaging, intellectually stimulating simulation. They will retain all of the material taught during the lesson's study phase. Penny (2006) stated that roleplaying is not only appropriate for children in the early phases of language acquisition. They can be used for more advanced students.

Moreover, categorization task also founded used by the teacher in English First Banjarmasin. In a categorization task, children organize and identify patterns. (Penny, 2006) Categorization assignments may assess children's descriptive language, language of comparison, abstract explanations, and academic discourse and content. Working with categories is an excellent method to develop and expand one's vocabulary. By categorizing new vocabulary, comprehension, retention, and recall are enhanced. When teaching vocabulary words in "groups," you can help your child develop schema for understanding those words. Grouping objects provides a familiar context in which they can organize and comprehend words. As the child puts words in "groups", they learn to associate others words for that specific group. As the Mr. I did, he asked students to categorize items that sold in two different categories of stores. For example, bread is sold in bakery store, and camera is sold in electronic store.

The last technique that found by the researcher is partner and group discussions. According to Harris et al. (2008), by small group, students are able to influence one another, share a common objective or purpose, and have a sense of mutual belonging due to the shared meaning among membership. By engaging them in small-group discussions, the students will be able to disseminate their enthusiasm and positively influence their classmates when they are studying together. Since participation in group discussions requires that every child express their opinions and share their ideas, the development and enhancement of communication skills and vocabulary are natural outcomes. Similarly, when children partake in regular group discussions, they have the opportunity to increase their vocabulary and acquire many new words without being explicitly instructed. They quickly grasp new words and phrases and also learn how to correctly structure their thoughts (while speaking). Even children without a strong command of a particular language tend to self-improve as they progress through these sessions.

## **2. The Implementation of Assessment Techniques in Assessing English Young Learners' Speaking Skills**

According to the findings, the implementation in how the teachers at EF used the assessment techniques in assessing English young learners' speaking skill is appropriate with the steps that Penny McKay (2006) described in her book. Here the explanation below.

a. Picture Talks

Nurdini (2018) stated that photographs can be utilized very creatively in communicative language learning. You can ask young learners to describe a visual. Talking about the picture is a wonderful way to introduce a topic or give students a respite from reading in order to practice their English. This activity is also an excellent warm-up at the start of class, and it can be used frequently to enhance the speaking skills of students. The first step that all teacher did when applied this technique is give students one or two minutes to look at the image before they talk about the picture. Teachers will show a series of pictures to learners here related to the material taught in that day. For example, when the teacher taught about exercises, the students will be given some pictures about some kinds of exercises, such as running, swimming, pull up, squat jump, push up, etc. The students will know what is pull up, how to do the push up, by just take a look to the pictures.

b. Categorization Task

Categorization ability develops at a young age, and children acquire their natural categories through interaction with the categories and category members in their daily lives (Wang, 2021). Before categorizing objects into distinct categories, this technique required students to recognize and distinguish between

objects. Categorization is the act of arranging and classifying objects or things into distinct groups or categories based on their shared characteristics. The teacher used this technique by show some picture first on the TV screen. There are two different categories of stores and lot of items that sold in both stores but put randomly. And then students are asked to categorize the items sold into the right categories of stores. Sometimes there may not be the right answer and the teacher told the correct answer to the students.

c. Oral Presentation

Oral presentations are an additional form of extensive speaking task. Young learners may speak spontaneously about their own experiences, or they may deliver a report on a project that has been completed prior to their presentation (Penny, 2006). If young learners can hold and display objects, photographs, or other items, the task will be simplified (Hutagaol, 2020). If an adult is available to assist them when necessary, the task will also be simplified.

Based on the findings, the teacher implemented this technique by letting students prepared their project which is drew one kind of store and the items that sold in the store. After students finished the project, they will asked to presented the project in the front of classroom in turns. The young learners



would hold the picture during the presentation and showed it to their classmate. The presentation still simple and briefly but appropriate to young learners. They introduced their names first, after that they would mention the name of the store they drew and explained what items sold inside the store. Students got appreciation by the teacher by given a point and also applause after they finished their presentation.

d. Roleplay

In assessing speaking skills, role-playing is one of the most common techniques used. According to Richard, cited in Nuzula (2018), roleplay is a classroom activity that allows students to practice the language, aspects of role behavior, and the actual roles they may encounter outside the classroom. The first steps the teachers do in applied this technique is divided students into pairs. The second one, the teachers may provided the dialogue text from the textbook or asked students to make their own mini dialogue. After the students finished make their diakogue and determine the roles, they would practiced it in the front of classroom. The teachers may let students to practice the dialogue with text or without text. For appreciation, the teacher would asked the other students to gave applause to their friends who finished the roleplay performance. And also the teachers would

gave a point for each student that will be calculated in the end of the lesson.

e. Oral Information Gap Task

Information gap is a type of cooperative learning activity in which students work in pairs or small groups to solve problems and complete assignments by searching for the necessary information (Umah, 2020). In this gap, students complete their assignments by acquiring lacking information, a characteristic the activities share with communication. According to Kayi (2006), students should collaborate in partners during an activity. One student will have information that does not have another partner and these partners will share their information. There is usually a limited amount of time for them to guess as many correct answers as possible. So that it can be a challenge and small competition for young learners to collect as many points they can. It is compatible with what Ms. N did in the first meeting. She divided students into pairs first. Secondly, the teacher gave students 1 minute to guess as many answers as possible. After a pair of students were standing in the front of the class, there will be one student that given information about the word that should be guessed by her/his teammate and should give a right clue. The another student should listen to the clue that her/his teammate gave, and try to guess the correct answer. When the students got

clueless, Ms. N helped them by giving a small clue related to the correct answer. At the end of the assessment, Ms. N would give one point for each correct answer.

f. Partner & Group Discussions

Based on the data, partner & group discussion only applied once time in the first meeting by Ms. N. Partner and group discussions can be used for assessment if children have been trained to take turns and listen to one another, and if they have practice participating in discussions. Teachers may instruct students by assigning turns (Penny, 2006). According to the finding, Ms. N asked the students to share their favourite movie and opinion about it to their friends. The students required to listen to their friends. The teacher asked one student to deliver the questions about favourite movie to his/her classmate. And his/her classmate will take turns to ask the same question to other friend next. After that the teacher asked the student to make a follow up questions based on what his/her friend shared before. When students participate in regular group discussion sessions, they get to expand their vocab and learn a lot of new words without actually needing to be taught.

g. Question and Answer Task

The next technique that found by the researcher is question and answer task. Question and answer task is the most often used

by the teacher in assessing English young learners speaking skill in English First Banjarmasin. This technique must consider the age and proficiency level of young students. In this technique, students respond to open-ended questions; the majority of teachers employ this technique because it is easy to implement (Hutagaol, 2020). The teacher asked some question to the students related to the material that taught in that day during the lesson. Students answered the questions that the teacher asked verbally based on their comprehension of the material. Ms. L also used some pictures to support the questions. For example, she showed some pictures related to kinds of jobs. Then students are asked about the picture such as what is the name of the job, do you want to be like her/him, etc. The students responded verbally by answering the teacher's questions. Some of them are enthusiastic to answer all of the question that teacher delivered.

h. Oral Interview

The last technique used by teachers that found by the researcher is oral interview. This technique is typically employed by teachers and students. However, group oral interviews in which children prepare their own queries with assistance can also be effective with children in the upper elementary age range (Penny, 2006). This technique used by Ms. N and Mr. I in first and second meeting. According to the finding, the interview was

done among students. A script for the interview was prepared with guidelines on the questions to be asked by the teacher and the students are asked to write it on their notes. The questions were short and simple as well as the responses. After they finished with the interview, teacher would gave them points for each students as an appreciation.

### **3. The Challenges Encountered by The Teachers in Assessing English Young Learners' Speaking Skill**

This study is aim to find out the challenges in assessing English young learners' speaking skill. Based on the findings, the researcher found there are three challenges encountered by the teacher in English First Banjarmasin. Here are the explanation below.

#### **a. Young Learners are Easily to Get Bored**

Young learners, in contrast to adults, are distinct and distinctive due to their unique characteristics, which language instructors of young learners must comprehend. Penny, cited in Aulia (2021), added development, literacy, and sensitivity to the list of general characteristics of juvenile learners. The characteristics of growth are the increase in the concentration span of young students and the maturation of their creative abilities. Young students are egocentric, have a limited attention span, are creative and vivacious, enjoy learning through play, appreciate imitating, and become fatigued easily. To enable young students to learn English effectively, teachers

must be aware of their students' development, characteristics, and capacity.

In addition, they faced challenges in making the classroom purposeful, supported, meaningful, practice-based, pleasant, and social (Shin, 2005). In addition, because young students are active learners, they prefer to learn through practise. This case requires teachers to develop learning processes into comprehensive practises so that young students appreciate class. Teachers should also possess social characteristics. They must understand how they should interact with their students. They must comprehend all of their students without exception.

b. Time Consuming

A lack of classroom time was cited by Hutagaol (2022) as one of the primary issues the teacher encountered during the speaking assessment. Despite the teacher's best efforts, supervising a large number of young students has proved to be a challenging task. Some English First teachers concur that assessing the speaking ability of young students can be time-consuming for various reasons. First is when there are many students in the classroom. It would be difficult for the teacher to partition her time so that she could evaluate each pupil in the class.

c. Young Learners Vulnerability to Distraction

According to McKay (2006), assessing young learners is difficult due to their high levels of activity and vulnerability to distraction from others. Because characteristics of immature learners indicate a short attention span. In the early years of education, the attention span of young students is as brief as 10 to 15 minutes, and they are readily diverted and distracted by other students. The evaluation should take place in a peaceful, silent environment that allows children to concentrate without being distracted by commotion or movement. The arrangement of physical space can increase the frequency of a particular behaviour and reduce distractions. Performing the assessment task in a room away from other physical activity will, for instance, allow children to devote their complete attention to the task and demonstrate their best performance.

d. Young Learners Need More Motivation

Motivation is a popular issue. It is also one of the most challenging topic to impart to young learners. Ultimately, there is nothing worse than entering a classroom filled of students who do not want to be there. Younger learners, unlike adults, likely have little say in whether or not they are in your classroom. Typically, their parents placed them there. There may be some tacit accord on the part of the young learner regarding the decision they have made (English versus another extracurricular subject), but they typically have little input. Also,

adults are frequently required to pay for a seat in your classroom, which increases their motivation to succeed academically. Younger students typically do not. This affects their classroom motivation and, consequently, their overall performance.

According to Brown, cited in Syakur (2020), young learners respond positively to compliments. It implies that the teacher can inspire them by praising their efforts. Show interest and enthusiasm. Do not criticise or compare the child to other children; instead, develop his or her self-confidence through praise. Appreciate the child's efforts and achievements. Learners of this age will appreciate the opportunity to demonstrate their abilities, so provide them with ample opportunities to do so in a positive and encouraging environment. Don't force them, as a negative experience can be a major setback. With positive feedback, reinforce their ability. Praise is one of the most straightforward and effective methods for engaging and motivating students. Appropriate use of praise can turn around challenging student behaviours and improve their learning attitudes. Due to their struggles, students who learn and think differently frequently receive negative feedback. This makes commendation that is meaningful and appropriate even more crucial.