

CHAPTER V

CLOSURE

A. Conclusion

This chapter presents the study's conclusions and suggestions for the people involved and other researchers for possible further studies in a similar field. Firstly, the researcher provides conclusions from the discussion described in the previous chapter. Afterwards, the researcher considers the findings, discussions, and conclusions to develop suggestions for challenges in assessing English young learners' speaking skill.

Based on the discussion of the findings, there are several conclusions as follows:

1. The researcher found that there are eight techniques that used by the teachers in English First Banjarmasin in assessing English young learners speaking skill. The assessment techniques used are pictures talks, categorization task, oral presentation, roleplay, oral information gap task, partner and group discussions, question and answer task, and oral interview. In each meeting, the teachers used more than one technique in assessing young learners' speaking skill.
2. The researcher found the teachers already used the techniques step by step in the classroom. The teachers applied the steps in each techniques in sequence. For example, in the picture talks, the teacher showed the picture first in the front of the class, and then give students

time to analyze and they will be asked about the picture by the teacher.

The second one, categorization task, the teacher also showed some pictures in the front of the class first, and then students are asked to classify the pictures into two categories. Next is oral presentation. In this technique, the teacher asked students to draw a picture that related to the material in that day. After that students are asked to present their drawing in the front of the classroom. In addition, roleplay also applied by some teachers. The teacher asked students to make their own short dialogue based on the short video they have been watched before. The next is oral information gap task, the teacher divided student into pairs first, then students are given 1 minute to guess as many answers as possible. And then there is partner and group discussion, the students are asked to share their opinion about their favourite movie. After that, question and answer task is done by asking students some simple questions related to the material that taught to them. And the last one is oral interview. Student are asked to write the questions related to the topic first in the paper, then teacher asked the students to interview each other with their friends.

3. Based on the findings, there are four challenges encountered by the teachers in English First Banjarmasin. The four challenges are the young learners can get bored easily, young learners vulnerability of distraction, time consuming, and the last is young learners need more motivation.

B. Suggestion

1. For English teachers, it is advisable to apply story telling and news telling as the techniques in assessing English young learners' speaking skill, because in this study the teachers did not use story telling and news telling techniques yet. Using various assessment techniques, such as story telling and news telling will make the class more fun and communicative. It also will train students' speaking skill and boost their confidence in the classroom by giving them some fun assessment activities.
2. For English Education Department students who will become future teachers, it is recommended to use appropriate assessment technique for young learners. Young learners are different from teenagers or adults and they have their own characteristics. Because of that the future teacher are required to understand and must be able to overcome the challenges encountered in assessing English young learners' speaking skill.
3. For other researchers, it is suggested to dig deeper into challenges in assessing speaking skill in other settings, and there are still many speaking assessment techniques that can be researched in the future.