

ASSESSMENT TECHNIQUES OF ENGLISH SUBJECT FOR YOUNG LEARNERS BY TEACHERS AT AL-AZHAR ELEMENTARY SCHOOL IN JAMBY CITY

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ABSTRACT

The purpose of this research is to explore how the way young learners' teachers assess young learners in English subject. The participants of this research were teachers at Al-Azhar elementary school in Jambi city because they had applied English as an additional subject. The qualitative research was used in this research with a case study approach to collect the data. The instrument used by the researcher to collect data was interview in order to explore about how young learners teachers's assess young learners in English study. In this research, participant also explain about the reason they use those assessment techniques. The assessment techniques that young learners teachers's use is test and observation. The researcher found that the reason of the participants use test as technique to assessing young learners is easy and effective. Meanwhile observation is more natural for daily assessment. The last is pair assessment that has purpose to give courage to young learners to give opinion or comment. The finding have purpose to realize there is many techniques to assessing young learners.

Keywords: Assessment, Techniques, Young learners

INTRODUCTION

Lately teaching of English as a foreign language at the elementary school has increase in many countries. This trend happens because English is a universal language. To face current development, many schools apply English as one of subjects in their curriculum. In Indonesia curriculum, English is an additional subject at elementary schools. In curriculum 2013 No 67 English is not included in the six compulsory subjects at elementary school. However, some elementary schools still apply English as an additional subject. It is permitted as long as the content of the subject is not burdensome and can be accepted by young learners.

Assessment is a method used by teachers to gather information about student knowledge, ability, understanding, attitude and motivation. Assessing students are one way

to measure student's comprehension about the subject. According to Linse and Nunan (2005), young learners are defined as children between the age of 5-12, that are children who study in primary or elementary school. When teachers make a test for young learners, teachers have to consider to these certain feature: Teachers have to consider to children's cognitive and social development note. Between material and methodology have to be consistent. The assessment must use a clear context and accessible task.

There are many assesment techniques that can be used by teachers in the classroom to develop young learners' English skill. Teachers can use the traditional paper-and-pencil test as one of assessment technique but there are some opinions that said the traditional paper-and-pencil test no longer cover the variety of activities and task that take a place in the elementary school. The summative form of testing would not be fair to young learners whose studies are based on communicative activities. Hence, paper-and-pencil test, teachers can use alternative form of assesment such as portofolio assesment, self assesment, peer assesment, etc.

METHODS

To conduct this research, the researcher used qualitative research. In this research, teachers selected participants and sites purposefully who understood the central phenomenon in order to develop a detailed understanding (Creswell, 2012). The characteristic of participants were chose by researcher based in the type of purposive sampling. The characteristics of the participants and sample of school that fulfilled as the candidate of this research were : (1) Elementary school which use English as their additional subject on their curriculum (2) English young learner's teachers. Based on that explanation, researcher chose English teachers at Al-Azhar elementary school as the subject of research because this school applied English in their curriculum.

In this research, researcher used interview as the instrument of this research. This research used *semi-structural interview* that involved some open-ended question based on the topic. In *semi-structured interview*, researcher arranged a topic guide that involved list of topics the researcher's need to discuss. In this research , the researcher had prepared 13 questions. In this research, researcher did one-on-one interview.

After the researcher got the data, the researcher copied all the result of the interviews. Then the participants' statements had been analyzed.

RESULT AND DISCUSSION

The discussion are divided into into two parts: (1) How young learner's teachers assessed young learners on English subject. (2) why did teachers choose the assessment techniques.

1. How young learner's teachers assessed young learners on English subject

In the learning process, teachers used different way to assess their young learner students. The way teachers assessing young learners it depended on how the learning method that teachers used. Assessment practices should also reflect the instructional practices in place. If teachers are teaching using an approach that takes into account the development needs of their student, then teacher assessment procedures should also take into account their developmental needs. In this research, researcher participants used test, Observation and peer assessment as the way to assessing young learners.

2. Why teachers choose those assessment techniques

2.1 Test

The reason participant chose the test as the assessment technique for her students is more effective and students' preference. Especially for 1st, 2nd and 3rd grade were just beginner students who just learnt vocabularies. participants had opinion that English material for students' in the 1st, 2nd and 3rd grades was still around vocabularies. A written test can be an effective tool for assessing [vocabulary usage](#), [reading comprehension](#), [writing skills](#). In learning vocabulary, participants used mix-match word test to know how far her students' abilities in English vocabulary.

2.2 Observation

Participants assumed the obseravation is more natural. T1 could assess young learners by giving little questions about the material. For instance, they had learnt about introducing themselves. The teacher would ask naturally to one of the young learner "how old are you" and if the young learners can answer, it indicated that they understood the material. T1 also used observation to observe young learners' behavior and attitude.

2.3 Pair Assessment.

Pair assessment was chosen to assess young learners to build their confident and learn to give opinion about something. For young learners activity that had been done with their freinds was funner because they could give a name for their groups and talk freely.

CONCLUSION

The results of this research showed that how young learner's teachers assessed young learners on English subject and the reason using those techniques. In this research, the researcher had found that young learners' teachers in Al-Azhar Elementary school mostly used a written test and observation as their way to assess young learners in English subject.

There some reasons why young learners' teacher used a written test and observation. For written test, the researcher found that the teachers thought that test was effective and easy. In the other hand, observation was useful to know their abilities in daily learning process. Observation also could help the teachers to know difficulties faced by young learners and what the students thought about learning process itself.

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