TEACHERS' STRATEGIES IN CONDUCTING SPEAKING ASSESSMENTS FOR YOUNG ENGLISH LEARNERS AT MIS NURUL HUDA, TANJUNG MORAWA

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ABSTRACT - The purpose of this study is to ascertain and pinpoint the teacher's comprehension of speaking, particularly for young students. Through the use of a qualitative research approach, this study tried to examine teachers' methods for administering speaking tests to young English learners. A questionnaire for expert lecturers and students, teacher interviews, and the outcomes of the most recent exam given to students make up the instrument. In MIS Nurul Huda interviews with teachers and teacher observations to evaluate young pupils' speaking abilities, a questionnaire for teachers was utilized as the testing tool. The results show that even though most teachers do not fully comprehend assessment concepts, they can nevertheless use these principles to evaluate assessments for their pupils. Despite the fact that they are unfamiliar with the assessment's terminology, their understanding of the procedure is in line with the theories advanced by the experts. The teacher employs speaking tactics for each student's speaking strengths and shortcomings throughout formative speaking assessments in the classroom. Speaking techniques include imitative speaking (repetition), intensive speaking (tasks requiring you to finish sentences and dialogues), responsive speaking (questioning and responding), interactive speaking (role playing, discussion, and conversation), and extensive speaking (illustrated discussions in stories).

Keyword : Speaking Assesment, Young English, Strategies

INTRODUCTION

According to McCloskey (2014), there have been eight guiding principles for teaching English to young learners for a long time: providing students with enjoyment, involving roles in the learning process, supporting language development and practice through collaboration, using multi-dimensional, thematically organized activities, providing comprehensible input with scaffolding, learning vocabulary: an active approach, integrating language with content, There is little opportunity for pupils to actively interact with their

environment when learning English as a foreign language in Indonesia. The subject is only taught in academic settings like classrooms and courses. They typically concentrate on learning English through textbooks. They frequently study solely grammar or sentence structure while learning English from textbooks. Additionally, they hardly ever communicate in the language outside of the classroom, but the key to mastering English is to not only learn it passively but also to communicate in it as much as you can outside of the classroom.

Instruments must be prepared by teachers with consistency and accuracy. Knowing what skills they want to evaluate and why they do the exams is crucial. It follows that they must comprehend the rationale behind the tests they have utilized in order to collect more precise data after evaluating their students. The purpose of this study is to learn more about how speech assessment for young learners is carried out. It is hoped that the results of this study would help teachers use the right evaluations for young students. Additionally, it is anticipated that this study will provide insightful guidance on how to evaluate young students during the teaching-learning process.

THEORY

Characteristics of young learners

The main problem in teaching the language to learners should begin with the consideration that every child is unique and has substantial differences within, that is cultural differences. Furthermore, Paul adds that all children deserve the chance to realize their potential both as learners and as full people, to become open-minded members of a truly society. Based on these classifications, various pedagogical approaches to teaching young learners are significantly developed.

The discovery of an effective approaches generally correlated to the particulars of young learners. In this context, teachers should develop an approach based on their views on how young learners learn more effectively and coherently. Since the teaching of English to young learners has become a universal consideration due to the expansion of there must be specific approaches in their.

Learning style of young learners

All young children learn through meaningful experiences by touching, doing and moving. In general, children have different ways of learning. This assessment provides students with the specific feedback they need to make adjustments to their learning.Formative assessment occurs in the short term, as students are making meaning to the new and integrating it with what they already know. Assessment as learning develops and supports student skills. As students self-assess and self-assess, they learn to make sense of information, relate it to prior knowledge , and use it new learning. Students develop a sense of belonging and efficacy as they teacher, peer, and self-assessment feedback make adjustments, improvements, and changes to that they understand.

Build Lessons around Tasks

A task is an activity centered on the meaning asks learners to draw from their linguistic resources and use them to accomplish a task, such as a picture from from spoken instructions, or work in or in groups and sequence a series of images for a story.

Engage students in creating resources that support their learning

Learners can draw pictures of the characters they are in a story or create puppets to help tell a story. The children created their own lesson book as the lesson developed, using the resources that formed the basis of the lesson.

Build Lessons around Themes

The thematic courses ensure the continuity of the activities and to integrate the learning of English into the life of the children.

Create a community of supportive learning in the classroom. A class of young learners must become a community, that is to say a group of learners sharing common objectives, needs and concerns.

Provide Rich Language Support

Since learners will have little English knowledge, they need attentive language support for learning activities.

Assessment in the classroom often comes in three flavors: assessment as learning, assessment for learning, and assessment of learning.

1. Learning Assessment (Formative Assessment)

Continuous assessment for learning enables teachers to keep track of their pupils on a daily basis and adjust their instruction to meet the needs of each individual learner. Students receive the precise, timely feedback they need to improve their learning from this assessment. In the near term, formative assessment takes place as students are working to understand new material and integrate it into what they currently know. Feedback to the learner is given immediately (or almost immediately), allowing the learner to immediately alter behavior and knowledge.

2. Learning Assessment (Summative Assessment)

To determine how well each student has accomplished the learning objectives and activities, the teacher, students, and their parents take a moment in time known as an assessment of learning. It offers details on student performance. Although it offers useful reporting data, it frequently has little impact on learning. Summative assessments are conducted at the conclusion of a significant learning period, and the results are largely used by the instructor or school. The student typically has no chance to be evaluated, feedback to the student is typically very limited, and results may take some time to be returned to the student or parent. As a result, it frequently has the smallest effect on enhancing a particular student's comprehension or performance.

3. Evaluation of Learning

Students' metacognitive abilities are supported and developed via assessment as they study. This type of evaluation is essential for assisting students in developing into lifelong learners. Students develop their ability to interpret information, connect it to existing knowledge, and apply it to new learning as they participate in peer and self-assessment. When students use teacher, peer, and self-assessment feedback to make modifications, improvements, and changes to what they understand, they gain a sense of ownership and efficacy.

The following five exercises can be used to evaluate speaking abilities:

 a. Intensive Speaking

1) A Read-Aloud Task: The teacher listens to a tape and assesses the students' fluency and phonological proficiency based on the content of the recording.

2) Here are some variations on this task: talking to someone while reading a rehearsed dialogue reading sentences with a small number of pairs analyzing data from a table chart

3) Task for students to complete sentences or dialogue: Students read the dialogue so they can consider the appropriate lines to fill in. One half is spoken by the teacher, to which the students give their input.

b. Responsive Speaking

The following are some examples of tasks that can be used with responsive speaking:

1) Question and answer: Students respond to inquiries made by the test-giver;

2) Directions and Instructions: The test-taker is required to provide instructions or directions;

3) Paraphrasing: The test-taker is required to paraphrase what he or she read or heard in two or three sentences;

c. Participatory Speaking

Some of the most typical interactive speaking exercises are as follows:

1) Interview: This involves the test administrator and test-taker speaking face-to-face. Warm-up, level check, probe, and wind-down are the stages of an interview; role play is a frequent pedagogical activity used in communicative English classes;

2) Discussions and Conversations: These two speaking tasks provide a level of authenticity and spontaneity that other assessment techniques may not provide; - Games are an informal assessment task but they are not commonly used;

d. Extensive Speaking.

These are some of the most common extensive speaking tasks

e. Prolonged Speaking

Some of the most typical lengthy speaking assignments you can use to gauge speaking include the following:

1) Oral presentations, which are assessed on both topic and delivery, are the most frequent activity for evaluating prolonged speaking;

2) Retelling a narrative, News Event: Students are asked to narrate a story about something they heard or read; - Picture-cued story telling: Students explain a story based on a series of photographs that they previously saw.

f. Speaking in imitation.

Repetition is the foundation of imitation speaking exercises. Simply repeat a sentence that you hear. Some examples are limited picture-cued tasks, reading aloud, sentence and dialogue completion, and directed response exercises.

In the structured approach, the student is asked to perform a number of specific oral communication tasks. In either case, students should feel that they are delivering meaningful content to a real audience. The teacher produces a part orally and the students respond.

METHODOLOGY

Through the use of a qualitative research approach, this study tried to examine teachers' methods for administering speaking tests to young English learners. The Tanjung Morawa MIS Nurul Huda object research. Three English professors who were teaching were present.

The information gathered for this study includes:

1. Observation

In order to understand the framework of tactics teachers used to evaluate the speaking ability of young learners, observation was first undertaken by gathering data. The researcher might receive information from the observation that wasn't included in the questionnaire or interview (Maxwell, 1996). In this study, field notes and a video recorder were used to observe the participant's classes. To get some basic information about the upcoming study, the researcher did not actively participate in the observation in the classroom.

2. Interview

A one-on-one interview with each participant was undertaken in order to collect more precise and detailed data. There were ten to twenty questions asked. In order to provide them the flexibility to voice their opinions about exams for young learners, they were given open-ended questions. This is consistent with Cresswell's (2008) explanation that "asking the participants individually with open-ended questions or conducting a semi-structured interview will make it easier for the participants to express their experiences in the best possible way, unhindered by any perspectives of the researcher's findings, and it will give them the opportunity to develop their response options." All of the interviews were taped and written down. The interview's general questions centered on the objectives of speaking assessments, the factors to be evaluated, the speaking assessment methods they employed in the classroom, the design of the tests, their interpretation of the assessments, and how they scored the students.

3. Questionnaire

To determine the extent to which students used asking as a speaking assessment, the researcher gave a questionnaire to the study's sample, two teachers from MIS Nurul Huda. Construct validity is the validity test that the author utilized. The validity test also aims to gauge how well the thesis is suitable for testing the subject matter. As a result, the questionnaire's validity must be tested to see whether it is suitable for distribution before being given to a sample of the study. Additionally, the instrument's dependability is tested by the author. The goal of reliability is to assess an instrument's consistency after two or more tests. It means a reliability test needs to be done to ensure the instrument is trustworthy and suitable for use with the study's sample.

RESULT AND DISCUSSION

The research question, which is to determine whether employing Observation, Interview, Questionnaire, and Documentation for the teachers in the usage tactics in students' speaking assessments, was answered by the analysis of

the obtained data. On Wednesday, April 27, 2022, the researcher began the observation.

In order to collect data, the researcher used unstructured interviews and passive participant methods of observation. In order for the students to understand the ongoing content, the teacher used unique teaching methods in the classroom to make them feel at ease during the learning process. Speaking evaluations of students for teaching and learning are conducted using a variety of methods by each teacher. The researcher observed two out of four sessions in order to get information regarding the methods English teachers at MIS Nurul Huda use to assess their students' speaking abilities.

The Goals of Classroom Speaking Evaluation

The teachers were asked to select one or more of the seven primary purposes from the list. The option "ongoing student assessment" was the most frequently selected, followed by "final evaluation of a topic/unit of work" and "to follow the curriculum policy of a school or the education council."

| No	Purpose	Frequency
1	Assessment of students for class placement	**0**
2	Pre-topic planning	**2**
3	Ongoing programming (lesson planning)	**3**
4	ongoing evaluation of students (e.g. marking, feedback)	**2**
5	Final evaluation of topic/unit of work	**2**
6	Providing information to others (e.g. bureaucratic report, parents, school)	**3**
7	Following the policy of schools or the education council	**3**

The response with the lowest score was "To provide information to others (e.g. Assessment of students for class placement" The teacher's observation that the classroom speaking assessment was only used for summative evaluation was labeled as "others."

Different Forms of Classroom Speaking Evaluations

The teacher should select and design various classroom speaking tests before the teaching and learning process began. There are four types of assessments: formative, summative, peer, and self. In order to determine where the pupils' strengths are lacking, they will select the best type.

The learning process is only done in times in a weeks of one meeting and by the teacher give the questions about their daily activities so that the question and answer strategy is very suitable to use. The teacher used English and Indonesian because her students lack of vocabulary. The teachers'purposes are using strategy to improve the students understanding.
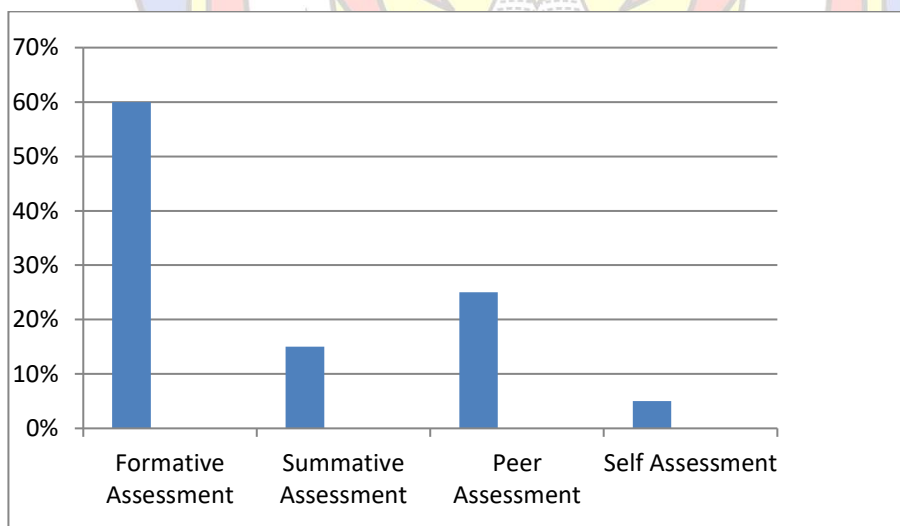
The teacher evaluated the students' speech in class using formative evaluation based on the aforementioned percentage. The teacher and students were able to identify each student's areas of strength and weakness by conducting this type of assessment. For instance, the students mispronounce their vocabulary. so that they are aware of their poor pronunciation of the terminology when

speaking. Students improved their skills in the next subject after seeing their talents in front of the class during this formative assessment.

In the continual process of teaching and learning, the teacher assessed the students' abilities and assisted the students in the subsequent students' learning. It helps the instructor create assessments for the continuous teaching and learning process when formative assessments are used as the forms of speaking assessments in the classroom. Therefore, In the course of the teaching and learning process, the students evaluated themselves, particularly in the speaking class.
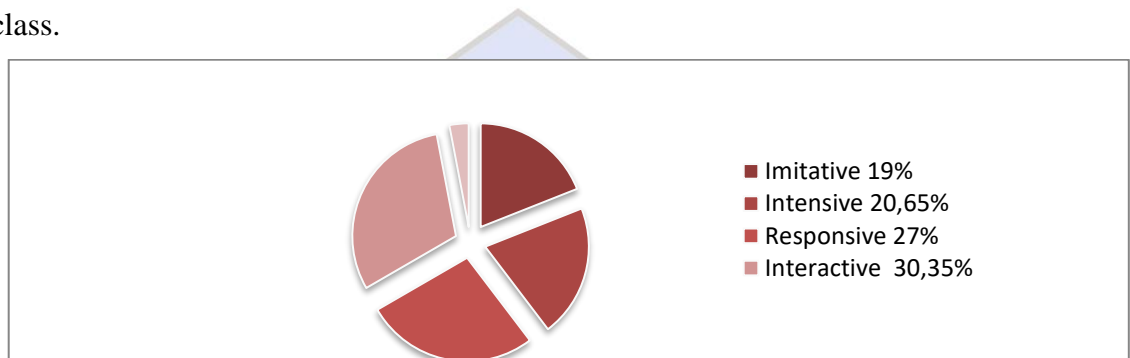

Figure 4.1 Graphics of Talking Strategy

When a teacher teaches, students imitate him or her by saying a few words or repeating what they hear. When students mimic their teacher's pronunciation, they can converse with their friends in the proper way using the lessons that were previously taught. Observations were made by researchers. By having pupils take a glance at the notes on the blackboard, the teacher invites them to repeat what they just stated.

Speaking intently, Students learned how to complete the discussion in sentences by using the teacher's intensive speaking tactics when he was constructing evaluations activities. such that the dialogue was finished and the pupils demonstrated their ability to communicate with peers while studying. Students were therefore aware of the incorrect words on the phrases that they needed to replace with the proper ones. Whether the pupils' statements were accurate or inaccurate, the teacher provided the proper comments regarding whether the dialogue was true or untrue. Students use the right word in dialogue as part of their daily communication the next day.

Flexible Speaking, Although the line between responsive and intensive speaking is, to put it mildly, hazy, responsive speaking is marginally more difficult. At this level, the discourse consists of a straightforward query and one or more follow-up inquiries. By this time, conversations are having place, although the topics spoken are basic. What, for instance, do you know about what we studied today? Here, students considered their response to the teacher's query. The straightforward query inspired pupils to think. The students would consider an answer to properly respond to the inquiry. They developed their skill unconsciously. Additionally, the instructor provided time for students to create some questions and The students were evaluated based on their responses to the teacher's question. The teacher then offered the class some time to ask each other any questions they might have. The teacher was able to tell who was participating in class and who was merely listening to the lesson without asking any questions about what they were learning.

Extensive Speaking, Students would find it easy to use their vocabulary to describe themselves if they viewed the photographs at the location. Students can learn by using the picture to organize the words in a story. They created appropriate sentences using one of the many photographs they had obtained to tell a tale. Thus, the teacher assessed the students who had a large vocabulary on how the words were ordered, how the grammar was used, and how well the children comprehended through visuals. One of the goals of teaching and learning in trained pupils' train of sentences as well as possible is their capacity to arrange the words. While viewing, the students arrange the words.

CONCLUSION

The results show that even though most teachers do not fully comprehend assessment concepts, they can nevertheless use these principles to evaluate assessments for their pupils. Despite the fact that they are unfamiliar with the assessment's terminology, their understanding of the procedure is in line with the theories advanced by the experts.

The teacher employs speaking tactics for each student's speaking strengths and shortcomings throughout formative speaking assessments in the

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