**TABLE OF CONTENTS**

ABSTRACT ……………………………………………….……………i

ABSTRAK………………………………………………….…………..ii

ACKNOWLEDGEMENT………………………………….…………..iii

TABLE OF CONTENTS ………………………………….……………v

LIST OF APPENDICES ………………………………………………vii

**CHAPTER I INTRODUCTION 1**

1.1 Background of the Study 1

1.2 Research Questions 6

1.3 Aims of the Study 6

1.4 Scope of the Study 6

1.5 Significance of the Study 6

1.6 OverallApproach to the Study 7

**CHAPTER II:THEORETICAL FOUNDATION 8**

2.1 Young Learners 8

2.1.1 Characteristics of Young Learners 8

2.1.2Young Learners’Learning Styles 9

2.2 Assessment 12

2.2.1 Purpose of Assessments. 13

2.2.2 Type of Assessment 13

2.2.3 Principles in Assessing Young Learners 14

2.3 Speakingfor Young Learners 20

2.3.1 Performance-Based Assessment 20

2.3.2 Aspects to be Assessed in Speaking 23

**CHAPTER III:RESEARCH METHODOLOGY 26**

3.1 Research Design 26

3.2 Research Setting and Participants 27

3.3 Data Collection 27

3.3.1 Observation 27

3.3.2 Interview 27

3.4 Data analysis techniques 29

**CHAPTER IV : RESEARCH FINDINGS AND DISCUSSION 30**

4.1 Findings 30

4.1.1 Teacher Profiles 31

4.1.2 The Purposes of Classroom Speaking Assessment 32

4.1.3 Types of Classroom Speaking Assessments 34

4.1.4 Strategies of Speaking 36

4.1.5 Role of Classroom Speaking Assessment 41

**CHAPTER V : CONCLUSION AND SUGGESTIONS 43**

5.1 Conclusion 43

5.2 Suggestions 45

**REFERENCES 50**