**CHAPTER V**

**CONCLUSION AND SUGGESTIONS**

This chapter consists of two sections. The first section presents the conclusions of the study. They are drawn based on the data analysis discussed in the last chapter. The second one presents the suggestions that are relevant to this study. They are provided to give information for further research related to this study.

5.1 Conclusion

This study focused on how speaking assessment was conducted for young learners. It addressed the questions of what the teachers of young English learnersknew about speaking assessment and what strategies they used in assessing young learners' speaking skills. The first research question was answered by the data from interviews. It was found that there were two main purposes of their speaking assessment. They were to measure young learners' speaking ability and to motivate them to be more confident in speaking English. They used assessment table that was composed of scores which became an indicator to measure young learners.

In deciding the aspects to be assessed, most teachers had their own authority since the teachers knew best what students need for the future. Thus, there were no teachers who faced any difficulties in conducting speaking assessments for the students.

 From the findings, it was known that although most teachers did not fully understand the principles of speaking assessment, the principles able to conduct speaking assessments for their students. They did not recognize the terms assessment, yet in the process, their understanding of the assessment was in accordance with the principles proposed by the experts.

The teacher was organized formative assessments as one of the types classroom speaking assessments and used strategies of speaking to stimulate students’ ability or weakness in learning speaking. The strategies of speaking are imitative speaking ( repetition ), intensive speaking ( sentences and dialogue completion task ), responsive speaking ( question and answer ), interactive speaking ( role-play and discussion and conversation ), and extensive speaking ( picture-cued in story telling ).

5.2 Suggestions

Based on the findings of this study, the researcher realizes that there are many things that need to be explored in young learners' teaching and learning process. Thus, she proposes several suggestions. Hopefully, these following suggestions would enhance knowledge for the program of teaching English for young learners.

Teachers should increase their professional development. They have to keep improving their ability to teach students by reading books that are relevant to their profession. They can attend some seminars or workshops that discuss young learners' world, including teaching and assessing strategies. They also have to be more involved in peer discussion that might help them to improve their knowledge of youngenglish learners.

The teacher develops strategies in speaking assessments as the task for students that based on students’ ability in speaking class. The teacher must make the fun strategy in order to decreasestudents’ boredom in the class. The teacher should give a big contribution to teaching and learning speaking process so that students can be more motivated in learning.

For the next researcher there was a need to extend the scope of the analysis by including students’ perceptions in the study along with those of teachers and also by balancing teacher participants, a more complete picture of the purposes and practices of speaking assessment in Primary Schools can be drawn and also an improvement in the level of confidence given to the authenticity of the results, effected.