

CHAPTER II

LITERATURE RIVIEW

A. The Concept of Assessment

Teachers assessment is an essential part of the National Curriculum assessment formal tests and teacher assessment have equal status and provide complementary information about children's attainment (Brown & Hudson, 1998). While teacher assessment, carried out as part of teaching and learning in the classroom, covers the full range and scope of the programmes of study, and takes account of evidence of achievement in a range of contexts, including that gained through discussion and observation. Teachers assessment the process of data analysis that teachers use to obtain evidence about learning performance and progress in English. Assessment is done to provide proof of learning to head teachers, school officials, and hand parents, but it is also the right of students to know how they are doing.

1. Definition of Assessment

Assessment is the act judging or deciding the amount, value, quality or importance of something, or the judgment or decision that is made. (O 'farrell & Farrell, 2013) explains that assessment can be defined as the systematic and ongoing method of gathering, analyzing and using information from measured outcomes to improve student learning in terms of

knowledge acquired, understanding developed, and skills and competencies gained. Although “testing” and “assessment” are often used interchangeably, assessment is a general term for all types of measures used to evaluate student progress so that assessment and testing should be set apart.

According to (Nasab, 2015) assessment is an informal gathering of information about the students' state-of-the-art knowledge through various ways of collecting information at various times and in different contexts. Testing, however, is formal and standardized and offers students scoring on the tasks they have performed. Testing is a single-occasion and timed exercise which is considered as the sole criterion through which student learning can be measured. (Lund & Winke, 2008) explains that assessment is an ongoing process that encompasses a much wider domain than that of the intention of testing. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously assesses the students' performance. Assessment and learning are two things that cannot be separated and a quality assessment will have an impact on the learning process.

(Tridane et al., 2015) explains that Assessment is one of the ways teachers can know the progress of learners in following learning and managing learning conducted to improve or improve learning. (Granberg et al., 2021) States than the assessment conducted by the teacher will have an impact on students because it provides feedback on what the students have learned. According to (Rencilin et al., 2021) Assessment is an ongoing process that covers a much wider domain than is intended by testing. Whenever a student responds to a question, offer a comment. Permendikbudristek No 21 of 2022 which formulates educational assessment standards as minimum criteria regarding the mechanism for assessing student learning outcomes.

This assessment is the process of collecting data and information to find out the learning needs and developmental achievements or learning outcomes of students. With the Process of Assessment of Learning Outcomes :

- a. Fair is an assessment that is not biased by the background, identity or special needs of students.
- b. Objective is an assessment based on factual information on the developmental achievements or learning outcomes of students.

c. Educative is an assessments whose results are used as feedback for educators, students and parents to improve the learning process and learning outcomes.

Then we can conclude, assessment is the measurement, testing, and evaluation of giving grades to students. The assessment is seen as a process directed to the effectiveness of teaching activities once the teaching process is completed, and the teaching process is carried out within the framework of the results of this assessment (Acar-Erdol & Yildizli, 2018). Sometimes an integration of the teaching process and assessment emerges under the idea that assessing is not something simply done to certify student success after teaching. For many years, the word 'assessment' was often defined as a process involving an assessment of the effectiveness of teaching activities when the teaching process was completed.

However, through the reforms that have taken place in the curriculums, the skills and behaviors expected of the students (problem solving, decision making, critical thinking, metacognition, learning to learn, cooperation, creativity, effective communication, effective social skills, responsibility, self regulation, determination, ambition, global understanding, etc.) have changed along with the point of views held on the

function of the assessment, which, as it has been stressed, is understood as a process that should be used before, during and after teaching in order to identify the weak and strong points of students and to support the learning process by making necessary adjustments in teaching (Corrigan et al., 2011). According to (Brown & Hudson, 1998) dividing the assessment into several categories based on their characteristics.

The categories include informal assessment; formal assessment; formative assessment; summative assessment; norm-referenced tests; and criterion-referenced tests.

- a) Informal Assessment are usually unplanned and made during daily classroom activities while.
- b) Formal Assessments are planned, systematic and structured procedures specifically made to assess learners' certain skills and knowledge.
- c) Formative Assessment which is used to provide teacher feedback to be used as a basic value when improving and justifying the learning process.
- d) Summative Assessment is a function to determine the learning value of students in certain subjects. so that it can be used as material for providing reports and determining grade increases as well as

determining whether or not a student passes (Black, 1993).

2. Various Kinds of Assessment Based on its Function

The assessment aims to determine the child's current status. In order to build an adequate learning program that can deliver appropriate learning services. The many various of assessments based on their role (Rashad et al., 2008).

a. Assessment for learning

Assessment for learning is an attitude assessment and is carried out by class-based assessment teachers. Assessment used for learning according to (Basuki Ismet 2021).

1. Assessment is based on various sources of information (portfolio, work progress, teacher observation, and conversations).
2. There is verbal or written feedback for students whose generally descriptive nature emphasizes the strength of the challenge.
3. When teachers control student understanding, they organize learning in such a way that students learn on track.
4. No scores and quality points are given for keeping records, especially anecdotes and descriptions.

5. Takes place during the learning process starting from the initial preparation of teaching materials until it is time to carry out a summative assessment.

b. Assessment as learning

Assessment as is an assessment as learning

1. It starts when students are aware of the learning objectives and performance criteria that must be achieved.
2. Including the formulation of learning objectives , monitoring progress and reflection on learning outcomes.
3. It has implications for the ownership of learning outcomes by students, and the responsibility of students to move their thinking towards the future (metacognition).
4. Takes place throughout the learning process.

c. Assessment of learning

1. Assessment complete with quality points or quality letters (summative)
2. Comparing student achievement to standards.
3. The results can be communicated to students and parents.
4. Occurs at the end of the learning unit.

B. Assessment Technique in Reading Chomprehension

1. Basic Reading

Reading is one of the important skills taught to students from elementary schools to universities. There are several experts who define reading. (Nuttal. C, 2005) defines reading as the meaningful interpretation of printed or written verbal symbols. Other linguists, (Djuma et al., 2021) state that reading is bringing and getting meaning from the printed or written materials. (Joyce.Ed, 2006) says that reading is an active skill, where the reader interacts with the text, and to some extent the writer. Reading is a complex process which comprises various developmental stages. Still, (Bamberger, 1975) adds that first of all, the readers must have a perceptual process during which symbols are recognized. In other words, the readers must be able to decode the words. After the decoding process, the readers must construct the meaning of those words. Moreover, the reading process has a relationship with other skills such as vocabulary, grammar and writing. When we read a text, we will find a combination of sentences in paragraphs and vocabularies.

(Grabe & Stoller, 2020) states that reading is the ability to recognize vocabulary and syntax automatically. Reading is the ability to read at a

reasonable rapid rate, the ability to grasp the main idea and scan for pieces of information and the ability to adjust rates and adapt strategies for careful analysis reading and critical evaluation. The researcher agrees that readers should have a purpose when the reader is reading. The purpose of reading passages commonly is to find ideas from reading passage. So, reading in a foreign language requires reading skills in order to find ideas and the reader should comprehend the passage when he is reading. Assessment is an important aspect of education. It is conducted in order to know the students' progress and standard of proficiency in a certain subject. Therefore, teachers and other education professionals spend a lot of time testing, evaluating and assessing students. Sometimes this is to measure the students' abilities to see if they can enter a course or institution. Sometimes it is to see how well they getting on. Sometimes it is because the students themselves want a qualification. Sometimes this place in day-to-day lessons. The teachers do this assessment for getting accurate information about the students. In this research, the researcher Many experts define differently about assessment.

(Ur, 2012) said that assessment is formal and public, and sometimes it is informal and takes only

focuses on reading assessment in reading comprehension skill. Assessment is an activity to give teacher information about where the students information about what they know, so that they also have an can help to guide the teacher to prepare the next lesson for the students by their achivement and weakness in order that they know about the materials students are at the moment to help decide what to teach next; and give the awareness of what they need to learn or review. It means that assessment knowing the students' current ability. Then, remind the students about that they have missed and must be learned again at home.

Then, (Ur,1999) added that assessment can also assess for some purpose external to current teaching (a final grade for the course, selection); and motivate students to learn or review specific material. It means that assessment can be an instrument for teacher to assess external factor that influence students in learning. Furthermore, it can encourage students to study more about a certain learning materials that the students have not master yet in order to complete their experience in a certain lesson. In short, the students' weaknes and strength can be understood by the teacher as information for improvement. From the detail explanation above, it

can be concluded that assessment is an activity that included to students' test in order to know about students' description of a certain skill and help teacher to follow up the students based on their current ability.

2. Reading Assessment

(Mariotti & Susan P. Homan, 2005) reading assessment is gathering of information to determine a student's developmental reading progress. In addition, assessment procedures provide information about the students' comprehension, phonemic awareness, phonics, vocabulary, fluency, interests, attitudes, and also communication skills. (JoAnne Schudt Caldwell, 2008) stated that reading assessment is assessing a student's reading performances is no different. This way with asking a question about a student's writing, select evidence that is appropriate for answering some question, to make judgments about the student's strength and needs, and take instructional actions. Another word of reading assessment can be called as assessing reading. Assessing of reading is including some item based tests that suitable quite comfortably into the mainstream of valid Hem based dation argument. Much reading assessment is informal, taking place from day to day in the classroom in spontaneous exchanges between teacher and pupil (Sainsbury, M., Harrison, 2006).

From the statement above means that reading assessment is for gathering information about the progress students development in reading activity, giving information during the understanding process in reading activity, and very important things in some test that wanted be tested with a suitable answer. It can be said, reading assessment is a method or way to measure the students' ability in mastery reading text. We should know that as a teacher can know the ability of students through reading assessment, identifying the problem of students and developing solutions to improve their reading.

3. The Purpose of Reading Assessment

Reading assessment must be conducted by the teacher in order to know about the students and follow up them with appropriate activities for promoting them in higher level of reading comprehension. Caldwell stated that there are some main purposes of reading assessment; namely:

- 1) Identify good reader behaviors;
- 2) Identify areas of weakness;
- 3) Determine student reading level; and
- 4) Document student progress.

Assessment can be an instrument to identify good reader behaviours. It means that the English teacher uses the assessment process to identify the good reader

behaviors a student displays. Good readers should not be passive during reading activities in the classroom. They must be actively involved in every activity; they should engage in a variety of activities of exploration text meaning. Then, assessment can help the English teachers to identify areas of weakness. It means that the English teacher must identify areas of weakness with regard to the good reader behaviors, in order to align instruction with student needs. If the English teacher could recognize which good reader behaviors are absent or weak, he or she can design and focus instruction to introduce or strengthen them. In other words, the teacher knows the students' weakness to help them for better lesson design for the next meeting.

Reading assessment can help the English teachers to determine student reading level. It means that the English teachers need to know how to determine an appropriate English textbook for students based on their ability because through reading assessment, the teachers know about the student's reading level. Knowing a student's reading level allows us to choose appropriate reading material for the student to read on his or her own, as well as appropriate material for instruction. In addition, comparing a student's reading level with his or her

chronological grade level can suggest the existence of a reading problem and how serious it may be.

Last but not least, reading assessment is also important to help the English teacher to make documentation of the students' progress. By doing assessment, the English teacher gets accurate data and document them as the evidence of progress on the part of the student. The teacher needs to make a comparison the student with herself or himself, not comparing him or her with other students. By comparing the students' with their previous achievement, it is similar to encourage them to do better than they have done in previous time. From the detail explanation above, it is obvious that reading assessment has various purposes for students and education. It can be as document, determine students' level, weakness, and behaviour that encourage all elements in the classroom to be better. In assessing reading comprehension, there is a systematic assessment also important to understand by the English teachers. In reading comprehension assessment, it is common for the English teachers

3. English Reading Assessment Techniques for Young Learners

Procedure that the teachers should do. Then appropriate technique in assessing students' word identification

ability. Four assessment assessing reading fluency assessment technique (JoAnne Schudt Caldwell, 2008) above will be explained as the following detail apply the following systematically procedure of reading assessment technique young learners:

- a. Identifying good and beginning readers
- b. Assess students' ability to identify words,
- c. Assess reading fluency, and
- d. Assess students' knowledge of words and text.

The four reading assessment technique above will be explained the following detail:

1. Determining Good Reader and Beginning Readers

The teachers should classify their students, whether they are included into good readers or beginning readers. In simple analysis, a good reader can be a students who has adequate levels of oral language proficiency. They must have phonologically aware of words, syllables, and sounds. They must have print awareness, realizing that print stands for meaning and that what people say can be written down for others to read. Finally, they know the letters of the alphabet and recognize that letters stand for sounds.

When these skills converge, the students have the necessary tools to pronounce unfamiliar words as

good readers do. When the students are working on developing and strengthening these skills, they are actually focusing on the good reader behavior of identifying unfamiliar words through letter and sound patterns. On the contrary, if the teachers found the students do opposite things above, it means that the students are included into beginning readers.

In general, beginning readers first identify words by using visual cues. Later they begin to match letters and sounds. Early readers rely upon context and pictures to help them identify words and understand text. The English teachers may use a variety of published instruments to assess early language skills such as language development, phonological awareness, concepts of print, and alphabet knowledge.

The following guidelines will assist teachers and coaches in choosing early literacy assessments: Do not confuse the assessment instrument with the reading process. Do not teach to the format of the test. Carefully research an assessment before making a selection. Keep early literacy assessment consistent throughout the school. Involve all teachers and coaches in choosing early literacy assessment methods. Choose an assessment that has been pilot-tested or revised. Choose a published assessment that

administrations. Examine both individual results and group results. Use the provides information about validity and reliability. Tape record first instrument to chart student progress. Share and discuss assessment implementation and results with peers. Tie assessment results to instruction.

2. Assess Students' Ability to Identify Words,

The teachers assess students' word identification ability. Word identification is a necessary element in reading. It is widely known that reading is a process of constructing meaning, word identification is the identifying words does not ensure comprehension. There are basically four memory (Calwel 2009) words that are identified in this way are called sight words.

Words can also be identified by matching individual letters and sounds or key that opens the door to the exciting world of comprehension, but skill in ways to identify words. One way is to pronounce the word from beginning readers use context as an aid to word identification, but they by predicting the pronunciation from context. Finally, good readers identify unknown words by analogy to known words. Younger and soon move beyond this. Good readers rarely use context to identify words, because they

have large sight vocabularies. Poor readers often overuse context as a word identification aid.

3. Assessing Reading fluency

The teachers should assess students' reading fluency. The National Reading (Panel 2000) has stated that fluent readers read orally with speed, accuracy, and proper expression or intonation. Fluent readers identify words accurately. Moreover, they do this automatically and instantaneously, without pausing to analyze letters and sounds. In other words, fluency involves accuracy, speed, and intonation.

Fluency allows the reader to pay attention to meaning. A reader's sight vocabulary develops and expands through wide reading of independent- and instructional-level text. It also develops through good modeling and the realization that reading is more than accurate word pronunciation. An English teacher can assess general fluency level by listening to students read orally in instructional-level text. The teacher can assess accuracy by recording oral reading errors. The teacher can assess intonation by using a checklist.

Assessing speed by determining reading rate and by timed administration of graded word lists. Reading rate is measured as words per minute (WPM) or as correct words per minute (CWPM). Reading rate

varies across individuals and texts; it also varies according to readers' purposes. Compare a student's reading rate in oral and silent reading or at different points in time. Do not assume that reading rate on one graded passage will be the same as on other passages at that grade level. Do not compare the rates of different students. Oral reading practice should be regularly scheduled in the classroom session, and used as an opportunity for assessment.

4. Assess Students' Knowledge of Words and Text.

The teachers should assess students understanding of word and text. Comprehension is the whole purpose of reading. It is an active process whereby readers use the words of the author to construct a text in their minds. Comprehension is affected by background knowledge. If readers know something about a topic, they find it easier to comprehend. Teachers should not assume that comprehension of familiar text represents comprehension of unfamiliar text. Comprehension is also affected by the structure of the text. Narrative text has a simpler structure than expository text. A teacher or coach should not assume that comprehension of narrative text indicates comprehension of expository material.

There are four purposes of comprehension assessment. to determine levels of comprehension, to determine the presence of good reader behaviors, to identify areas of weakness in these, and to note student progress. The informal reading inventory (IRI) process can be used to determine comprehension levels in familiar, unfamiliar, narrative, and questions; vocabulary application activities; teacher and student questioning with lookbacks; oral or written retellings; think-alouds; expository text. The teacher can assess good reader behaviors by using focused discussion; and good reader response logs.

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4. Types of Reading Assessment

1. Indirect Test Item

Indirect test item is a set of items that try to measure a student's knowledge and ability by getting at what lies beneath their receptive and productive skills. In other words, indirect items try to find out about a student's language knowledge through more controlled items, such as multiple choice questions or grammar transformation items. Although there is a wide range of indirect test possibilities, certain types are in common use in education; they are:

a. Multiple-Choice Questions

It is an ideal test instrument for measuring students' knowledge because it is easy to mark. In addition, the answer sheet of this type of item can be read by machine (computer).

b. Cloze procedures

It is a kind of item that is deletion of very word in a text. Because the procedure is random, it avoid test designer failings.

c. Transformation and Paraphrase

It is a common test item asks candidates to re-write sentences in slightly different form, retaining the exact meaning of the original.

d. Sentence Re-ordering

This kind of instrument gets the students to put word/sentence in the right order to make appropriate sentences/paragraph. It tells us quite a lot about their underlying knowledge of syntax and lexicon grammatical elements.

2. Direct Test Item

A test item is direct if it asks candidates to perform the communicative skill which is being tested. It indicates that direct test items try to be as much like real-life language use as possible. Actually, direct test items are rather complicated than indirect one. However, for reading assesement, the following types can be used by English teachers: (1) Multiple-choice questions to test comprehension of a text, (2) matching written description with pictures of the items or procedure they describe, transferring written information to charts, graphs, map, etc. (3) choosing the best summary or a paragraph or a whole text (4) matching jumbled headings with paragraph inserting sentences providing by the examiner in the correct place in the text.

C. Young Learners

1. Definition of young learners

In general, determining an exact age range for this set of pupils is challenging. Young students, on the other your person, are typically defined as students aged six to thirteen. Because there is a significant gap between first-year students and older children. As stated by (Curtain and Dahlberg, 2000) young learners are divided into four bases on their age, they are first, pre-school student ages 2-4 years normally still at a kindergarten school. Secondly, Primary students ages 5-7 years and thirdly, Intermediate students ages 8-10 formally at elementary school and the last Early adolescent student ages 11-14 formally at junior high school. The most significant features of young learners are their propensity to be active, some of which are more active than others.

Teachers should be concerned about children who are very passive or active in their actions. Another characteristic of children that is most noticeable is their high level of activity, it is their tendency to be curious. Undoubtedly, you have noticed how sensitive children are to the many items in their world and how fast their focus moves from one aspect to another. English to young learners is guiding and facilitating young learners, for their activities in learning, knowing, understanding and

comprehending ideas, attitudes values, skills, and information of english using tricks and strategies which will be used in changing and redefining their thought forward their daily surrounding situation as a foreign language learners.

In addition, Young learners are the student of elementary school who are at grade one up great six. Their ages range from seven to twelve years of age. They have learned english for about one up to four years . from those three statements, we may conclude that young learners are student who are studying in elementary to junior high school aging 7-12 and they are studying english as second language for about one up to four yers .it can be at preschoolor kindergarten .but is some cases they can be have no english at all. According to (Curtain and Dahlberg, 2000) young student means children from the first year of formal school aged (5-6 years) to age (11-12 years).

- a. Children aged 5-6 years have several characteristics, namely:
 - 1) They can talk about what they do
 - 2) They can tell about what they have done or heard
 - 3) They can argue for something and tell you why they think and what they think

4) They can use various intonation patterns in their native language

5) They can understand real-time human interaction. They also add to the characteristics of young language learners.

- Young learners are groups of children aged 7-8 years who are learning a foreign language; they seem to pay more attention to sound.

- Older children are groups of children aged 12-14 years pay more attention to word order cues.

Young Language Learners combines theoretical knowledge with practical applications and highlights other important aspects and factors that influence language learning for young learners besides the language itself. Her commitment and enthusiasm for teaching this age group is beyond question. Young learners are usually defined as learners between the ages of 6-14 years (A.Pinter, 2017) distinguishes between younger learners and older learners within this larger group.

(A.Pinter, 2017) describes the characteristic features of both subgroups but does not try to specify at what age children move from one group to the other. Tackles ‘age groups on a continuum of younger to older learners’. Younger learners have a holistic approach to language

learning, older learners are more analytical. Because of this, their English classes should be planned differently. When she discusses teaching language skills, vocabulary and grammar, the provided activities are grouped for younger and older learners. There are not too which deal with teaching languages for young learners and intention was to provide theoretical and practical support for teachers and would-be teachers in this field.

2. Characteristics of Young Learner

English for young students is intended to guide and facilitate young students' actions in learning, knowing, understanding, and comprehending concepts, attitudes, values, skills, and facts. The following are the characteristics or characteristics of young learners in general:

a. *Egocentric*

In general, children aged 5-7 years have an attitude where their tendency is to relate what they learn or do to themselves. They like subject matter related to their daily lives and their surroundings.

b. *Young students in the Level One group,*

Young student in the level one grup 5-7 years old, still have difficulty distinguishing between concrete and abstract things. The dividing line

between the real world and the world of imagination is not clear to them. They have not been able to distinguish something is real or not real. Concrete objects can easily be introduced to students in English. These objects can be taught and packaged in a song.

c. *Children also tend to be imaginative and active.*

They also like learning through games, stories and songs so they will be more motivated to learn English even indirectly. Learning to speak while playing is a fun activity for children or often referred to as recreational time out activities. Ur (1996) said there are three sources of attention for children in the classroom, namely pictures, fairy tales, and games.

d. *Feeling easily bored,*

They have a short level of concentration and attention. To overcome this learning activities must be varied and need to be replaced every 10-15 minutes.

e. *Children's life is full of color and joy.*

Activities and tasks accompanied by attractive and colorful pictures will make children happier. The joy of children can also be expressed in songs. In general, singing and listening to songs

are also enjoyed by almost all children, including even shy children who, without realizing it, can learn vocabulary and phrases that are repeated in a song they sing in a short time. Children usually memorize songs that are simple, cheerful, and easy to pronounce, especially when the songs are sung with appropriate movements.

f. *Children love stories as much as they love games.*

Through stories, students can be trained to focus more on the context as a whole than if stated word for word. While through games, students are more encouraged to be more active and freer in using English which sometimes they will spoken language according to their version.

g. *Last but not least,*

Young learners are active thinkers who like to learn something, including learning languages by doing things (learning by doing), for example playing or singing by moving their limbs to give signals or give meaning to the phrases spoken.

3. Characteristics of English Young Learners Teachers

- a. Riendly, fun, not stingy to give compliments and Rewards when chil dren do a good job.

- b. Have high and creative enthusiasm to foster students' interest in learning and maintain a sense of fun, because they have high physical activity and get bored easily.
- c. Like humor, good at telling stories can be implemented through stories that are adapted to the age and level of students' language skills.
- d. Using Simple Language.

Especially the competencies to teach English to young learners. (Nunan, 2005) mentions three characteristics of competent EYL teachers. The characteristics are as follows:

1. Young learners teachers need to have a very good language skills because they provide the main language input for children who may have limited exposure outside the classroom. They need good interaction skill in order to use the kind of activity based and interactive methods which seem most suitable for young learners. They also need a flexibility to be able to adjust their language to the children's level. Knowledge of English so they can provide feedback, and a rich knowledge of the culture so as to get children interested,

2. Young learners teachers need a knowledge of how children learn foreign languages and appropriate teaching strategies for teaching English so as to create interest in learning English and,
3. Young learners teachers need to have knowledge of children's cognitive, linguistic and emotional development as these impacts on their foreign language learning.

4. **Facts About Young Learners**

Teaching Young learners has been happening in Indonesia for many years, the concept of young learners refers to students between five and two years of age. Today the young learners started from the pre -school three years to elementary school (12 years). Different ages are crucial things to determine the teaching method classified there learner groups keeping in mind the fact that every learner is unique and such lists can only reflect generalizations:

a. Young learners

The respond although they do not understand.

1. They learn from everything around them : they learn indirectly rather than directly.

2. They understand mostly when they see , hear, touch and interact rather than from explanation.
3. Abstract concepts are difficult to deal with.
4. They generally display a curiosity about the world and an enthusiasm for learning a language.
5. They like talking about themselves and responding to learning that use their lives as the main topic.
6. They love discovering things , making or drawing things, using their imagination, moving from one place to another, solving puzzles.
7. They have a short attention span, they can easily get bored after 5-10 minutes.
8. Teachers must have many abilities.
9. Teachers need to be interested in students' interests to motivate them. and Classrooms should be many.

b. Adolescents

Young learners in the adolescent class, even though they are successful in learning English, are seen as problem students. passionately committed. Most of them begin to understand the need to learn

but, attention span due to intellectual development, search for identity and self-esteem, need teachers and peer approval and teachers must love to teach with their daily interactions and experiences.

c. Adult

1. They already have hope
2. They can already understand the abstract
3. They are more disciples of the other age groups and know how to struggle despite boredom
4. They can criticize with learning
5. They already have worries
6. They have longer to concentrate

D. English Classroom

The use of classroom language is likely to be a fairly active and effective strategy in motivating based on the abilities of each. Its use of classroom language by the teacher is precise essential in the teaching and learning process, they are used to communicate and interact verbally and in writing in English (Albaladejo et al., 2018). Classroom language in general can be said as expressions used in interacting in the classroom between teachers and students (Leona et al., 2021). Such opportunities tend to require or begin with teacher-to-student, which will lead to student-to-teacher to give feedback in interacting with English in the classroom. It emphasizes that the use of classroom language focuses on

helping students to express broadly in their interactions, in this case in English.

The purpose of classroom language in this case is English to help students fully catch the meaning of the language and relate it to real communication (Bella & Zainil, 2020). If the teacher gives instructions using the classroom language, students will be more familiar with these expressions in general and after that, they will use them slowly with a little practice. The purpose of using classroom language is to familiarize students with phrases that can be used later. (Whitehead, 2022) There are other specific purposes of using classroom language, as follows:

1. Classroom language has a purpose to motivate students to be more active during English lesson. By giving an inducement in the form of classroom language, indirectly students will get new vocabulary every time.
2. In addition, students also learn how the vocabulary is used in a sentence, even on other occasions they can hear directly how it is pronounced from their teacher. These exercises can indirectly build students' desire to learn without feeling pressured and worried. Second, to instruct. An instruction is usually used in addition to familiarizing students with input in the form of a targeted language, in this case, English, as well as being used as a

communication medium to organize the classroom (Alshenqeeti, 2018).

3. Guide In a progress to improve students' language skills, inevitably demands the teacher's efforts to include languages that are easily understood by students in the learning process. These languages are one of the purposes of the beneficial classroom language for teachers, which is known as guidance. The classroom language indirectly gives the teacher a duty to guide students in using English naturally . This guidance will make it easier for students to master a language rendering to a certain context, and use the language based on the imposed feelings. Using classroom language, students are expected to be more accustomed to formulating what they want to say (Hadiatmi et al., 2020). In addition, students are also expected to be able to build selfconfidence in the use of their target language, which is English.

E. Theoretical Framework

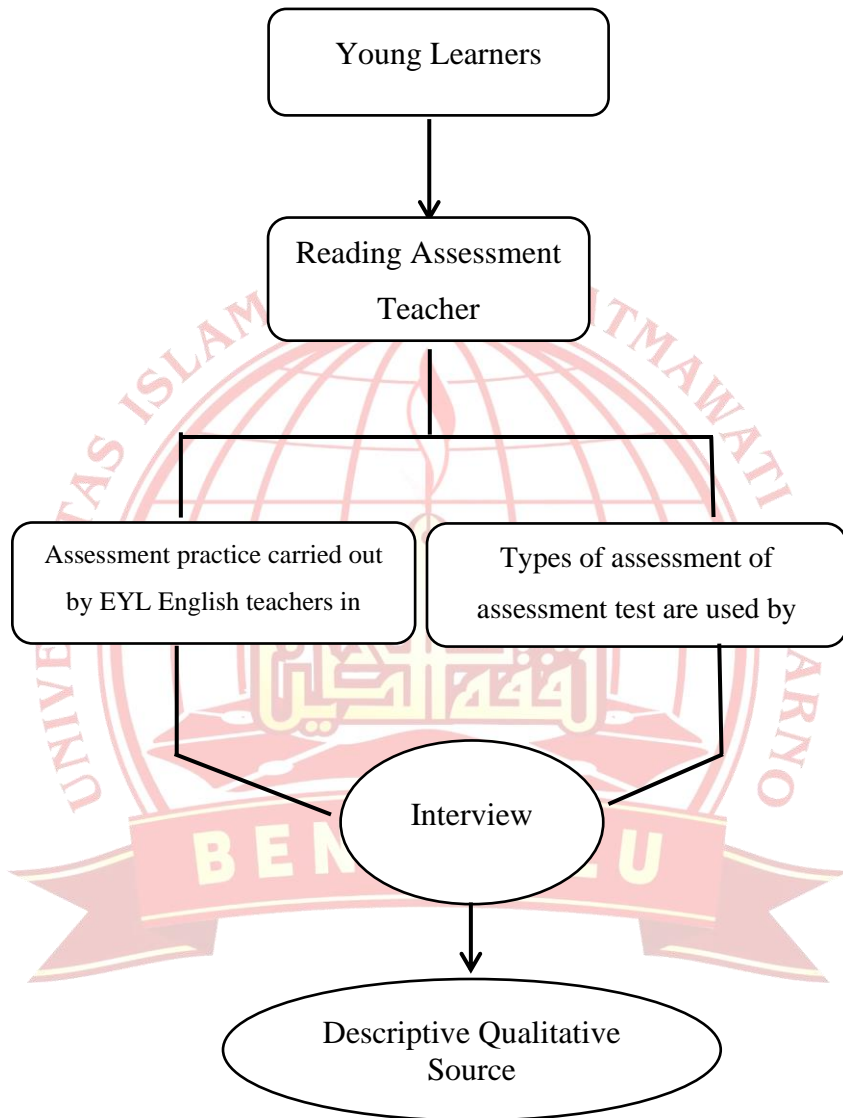


Figure 2.1 Conceptual Framework

First, this conceptual framework deals with teachers in setting the type of assessment in the teaching and learning process of English. Second, the concept focuses on teacher application or using a type of assessment in teaching English in the classroom through observation, interviews and documentation. assessment of young learners' reading As the theoretical review has shown, the types of assessment are divided into planned and interactive. According to (Nova, 2013) says that students are asked to read various texts. Each is different in terms of its organization. He also said "A student who struggles with accuracy and cannot read the words on a page will not read the text fluently, because he or she will stumble over unfamiliar words and will likely have a harder time understanding what is read. Third, researchers will find out the types of assessment used by teachers in teaching English. And how do teachers use these assessments in teaching English in class.

F. Previous Studies

The first research was previously conducted by (Janatul Aliyah, 2019) "Assessment of Teachers Practices in English Class for Young Learners". This study aims to determine the assessment techniques used by teachers in assessing EYL, language skills assessed, and identify difficulties faced by teachers during the assessment process. Data were collected through 32 classroom observations, interviews with 3 English

teachers, and analysis of student work records and assessment documents.

The results showed that EYL teachers used four assessment techniques, namely on-the-run assessment, self and peer assessment, class tests, and portfolio assessment. The most frequently used assessment techniques are class tests and on-the-run assessments. The similarity of the previous research is that in this study the researcher also investigated the assessment techniques used and the problems faced by young English teachers, another equation assessing the English ability of young students.

Meanwhile, the difference between this study and previous research is that in this study the researcher did not investigate the language skills being assessed and only made observations in one class with 1 English teacher. The other difference is that the previous research conducted observations of 32 classes and 3 English teachers to be interviewed, while this research will observe 3 classes and 2 English teachers to be interviewed and researched. for further differences, this researcher does not yet know what assessment English teachers use for young students.

The second study, was Conducted by (Mulia, 2019) "Teachers' Assessment Types in English". This study aims to determine the type of teacher assessment in learning English as a tool for measuring and evaluating students'

abilities. The participants of this study were El-Hakim Islamic Cendikia Middle School teachers. This study poses a research question, "what kind of assessment does the teacher use in learning English?". Assessment is an ongoing process that covers a much broader domain. Assessment is an important part of the tool in measuring student abilities. The problem of this research is the use of teacher assessment types in measuring students.

This study used a qualitative descriptive and data obtained through interviews, observations and documents based on 3 teachers at El-Hakim Islamic Scholar Middle School. The results of the research are presented descriptively, regarding all types of assessment except for the alternative implemented in their class, traditional assessment; multiple choice, essay, blank, short answer, etc. and alternative assessment; computer-based tests, portfolios, and group projects. Both types of assessment are required to be applied even though the results show that the traditional assessment is more applicable as an assessment to students than the alternatives.

The similarity of the previous research is what kind of assessment is used by the teacher in learning English, and the method used is descriptive qualitative. While the difference between this study and previous research is that in this study the researcher only wanted to know what types of English

teachers used to evaluate, then this researcher used 3 English teachers at junior high school while this study used 2 teachers at junior high school and the researcher did not mention how many the class used for scrutiny, meanwhile, this study used 3 classes for observation.

The last previous study is from (Sari, 2015) The Application of Reading Assessment by Eight Grade English Teachers of SMPN 1 Karangrejo. In this research, The purpose of research is to know how the teacher applied the reading assessment. Giving a description about the steps that used by the teacher in reading assessment process and to know how the teacher collect data, organize, and present the data from reading assessment process. The kind of reading assessment process that applied by the teacher are quiz and daily examination, that in the quiz the teacher give reward (to repartees the value) and in the daily examination the teacher give question, who the students can't reach the KKM must follow remedial test. As the suggestion, the teacher can create the blueprint before doing reading assessment process so the question items appropriate to all of aspect measure accurately. The similarity of previous studies is that the data were obtained through observation and interviews with teachers and analyzing documents. The techniques of analyzing the data used are data reduction, data display, and conclusion/withdrawal. while the difference is that previous

researchers used ethnographic research whose research subjects were SMPN 1 Karangrejo teachers, and did not use Trustworthiness of the data or Triangulation.

