

CHAPTER V
SUMMARY AND DISCUSSIONS

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This chapter presents suggestions related to the developed placement test for the Children Classes of this study. Therefore, a brief summary of the study will be presented as follows.

5.1 SUMMARY

The idea of developing the placement test for “Pooh” Language Center came to the writer’s consideration when she attended a seminar about teaching English for young learners. In which she was further informed concerning the Cambridge Examination. She figured out that the proficiency test was very interesting for children: it was full of pictures, and consequently looked very much exciting and interesting. When she went back teaching at the “Pooh” Language Center, she learned that the children placement test at “Pooh” Language Center was far less interesting. The placement test contained no pictures at all, and merely answering questions. Thus, she thought that it was a marvelous idea to have the similar placement test as the Cambridge Examination.

Based on her own experience in teaching English to young learners, the writer figured out how children fancy in dealing with pictures, drawing, and solving puzzles. With the reference of Cambridge Examination and some theories addressing the children characteristics, the writer developed the new, improved placement test. It was fully occupied of pictures, and consisted of solving puzzles as well as drawing.

In developing the new developed placement test, she took all the pictures she needed from the source books that are used as teaching materials at “Pooh” Language Center.

The writer distributed structured questionnaires to all fellow-teachers at “Pooh” Language Center. The teachers were considered as the experts since they have been teaching there for some period of time. Since there were only ten teachers who taught at the children classes, the writer gave them questionnaire to them all. She gave questions whether the newly – improved placement test had already represented the children’s characteristics or had not. Along with the questionnaire, the writer showed the new developed placement test to the teachers. Moreover, their comment about the newly – improved placement test was also put into consideration. The result of the structured questionnaire was very supportively nice; almost 90% strongly declared that the placement test had already represented the children’s characteristics.

The result of the try-out showed that from six new students, that joined the try out, two of them went to Children 1A, the other three went to Children 1 B and the other one went to Children 4 A.

5.2 SUGGESTION

Since this study is about improving and developing the placement test for children classes at “Pooh” Language Center, the writer strongly expected that the new placement test would be a fully-advantageous one as it was very much applicable for the “Pooh” Language Center.

What the writer had done was the initial attempt in developing and improving the placement test for the “Pooh” Language Center. She deeply hoped that in

upcoming futures, there should be other efforts in developing and improving the placement test for other classes particularly the ones at “Pooh” Language Center.

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