

CHAPTER V

SUMMARY AND DISCUSSIONS

CHAPTER V

SUMMARY AND SUGGESTIONS

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 then 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.

BIBLIOGRAPHY

BIBLIOGRAPHY

- ALTE: 2002. *Young learners English Tests Sample Papers*. Cambridge: University of Cambridge ESOL Examination.
- ALTE: 2003. *Young learners English Tests Handbook*. Cambridge: University of Cambridge ESOL Examination.
- Bachman L.F., & Palmer. A.S. 1996 *Language Testing in Practice: Designing and Developing Useful Language Test*. New York: Oxford University Press.
- Borg, W.R & Gall., M.D. 1981. *Educational Research*. New York: Longman.
- Brown, D. 2004. *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education. Inc.
- Brown, J.D. 1996. *Testing in Language Program*. New Jersey: Prentice Hall Regents.
- Brown, J.D & Hudson, T. 2001. *Criterion-Reference Language Testing*. New York: Cambridge University Press.
- Brumfit C., J. Moon., & R. Tongue. 1994. *Teaching English to Children: From Practice to Principle*. London: Thomas Nelson and Sons Ltd.
- Carroll, J. B. 1981. *Twenty-Five Years of Research on Foreign Language Aptitude*. Rowley, MA: Newbury House.
- Carroll, J. B. & Sapon S M. 1958. *Modern Language Aptitude Test*. New York: The Psychological Corporation.
- Davies. A. *et all*. 1999. *Studies in Language Testing: Dictionary of Language Testing*. Melbourne: University of Cambridge.
- Ellis, R. 1984. *Classroom Second Language Development*. Oxford: Pergamon Press.
- Fraizer, C.M., Deferville, J., Tai, May. 1995. *Reach Out 1-3*. Singapore: Prentice Hall.
- Fraizer, C.M., Deferville, J., Tai, May. 1997. *Step Out 1-3*. Singapore: Prentice Hall.
- Harris, D.P., 1969. *Testing English as Second Language*. Mc.Graw-Hill Book Company.
- Hatch, E. 1983. *Psycholinguistics: A Second Language Perspective*. Rawley, Massachusetts: Newbury House Publishers Inc.
- Heaton, J.B., 1975. *Writing English Language Test*. London: Longman Group Limited.

- Heaton, J.B., 1990. *Classroom Setting*. New York: Longman.
- Holden, S. 1980. *Teaching Children*. London : Modern English Publication.
- Hughes, A. 1989. *Testing for Language Teachers*. New York: Cambridge University Press.
- Kitao, K & Kitao, K, 2000. *Validity and Reliability*.
<http://il2.doshisha.ac.jp/users/kkitao/library/article/test/design>
- Litwin, M.S. 1995. *How to Measure Survey Reliability and Validity*. California: SAGE Publication, Inc.
- Noertjahyanto, M.C. 2004. *A Study on the Content Validity of The Placement Test of Language Center "X"*. Unpublished Thesis. Surabaya: Widya Mandala University.
- Pimsleur, P. 1966. *Pimsleur Language Aptitude Battery*. New York: Harcourt, Brace & World.
- Pinter, A., 2000. *Investigation into Task-related Strategy use with Young Learners of English*. Longman: University of Warwick.
- Weir, C.J., 1990. *Communicative Language Testing*. New York: Prentice Hall.
- Weir, C.J., 1993. *Understanding and Developing Language Tests*. New York: Prentice Hall.
- Wood, D., 1988. *How Children think and learn*. Oxford: Basil Blackwell.
- Yappy, S.N. 2003. *An Adapted TOEFL-Based Structure Diagnostic Test*. Unpublished Thesis. Surabaya: Widya Mandala University.