

CHAPTER V

CONCLUSIONS, IMPLICATION AND SUGGESTIONS

In this chapter, several findings of the research are explained together in the conclusion. Furthermore, the suggestions of the research are presented briefly which are intended for the test developers, further researchers, and readers.

5.1 Conclusions

In conclusion, the TPELT Reading Test demonstrates strengths in terms of context validity and stability of scores over time. The test incorporates appropriate task settings, task demands, and settings and test administration, aligning with the purpose of assessing the English proficiency of primary teachers in Indonesia. The texts included in the test cover familiar topics, use high-frequency vocabulary, and are well-presented, reflecting the curriculum and being relevant to the teachers' field of English teaching and working. The multiple-choice response format is familiar to test takers and allows for easy, fast, and objective scoring.

However, there are areas that require improvement. The reliability analysis indicates lower reliability in terms of parallel form reliability and internal consistency of the test items. This suggests inconsistencies and measurement errors within the test. Further investigation is necessary to identify the factors contributing to these issues and to enhance the reliability of the test.

5.2 Implications

The findings from the validity and reliability analyses of the TPELT Reading Test have several implications for test developers, educators, and policymakers. The context validity evidence indicated that the TPELT test was well-designed and aligned with the primary English teaching context in Indonesia. However, the language used in the test instructions should be carefully considered to accommodate test takers with different language proficiency levels. Providing bilingual instructions can enhance test takers' understanding and minimize potential confusion.

The theory-based validity evidence supported the alignment of the TPELT test with the underlying theoretical constructs of language competence and strategic competence. The use of representative reading texts and diverse question types demonstrated the test's effectiveness in assessing different reading skills. To further strengthen the theory-based validity, future test development should continue to incorporate a wide range of reading texts that cover various language skills and contexts.

The scoring validity findings revealed both positive and concerning results.

- The strong test-retest reliability indicated the TPELT's stability over time, adding credibility to its use as a reliable measure of English language proficiency.
- The lower parallel form reliability and item reliability coefficients indicate room for improvement in the test's consistency and internal consistency.
- To enhance the parallel form reliability, developers should carefully construct multiple forms of the TPELT test, ensuring that they are equivalent in difficulty level and content coverage.
- Conducting further investigations with larger sample sizes and comparing multiple forms of the test can provide more robust evidence of parallel form reliability.
- To improve the item reliability, rigorous item analysis should be conducted during test development to identify and eliminate problematic items.
- Developers should ensure that test items are clear, unambiguous, and effectively measure the intended constructs.
- Additionally, continuous evaluation and refinement of the test items based on feedback from test takers and experts can contribute to increased item reliability over time.

In conclusion, the validity and reliability analyses of the TPELT Reading Test provided valuable insights into its effectiveness as a measure of English language proficiency among primary English teachers. The test demonstrated strong context validity, aligning with the primary English teaching context in Indonesia. It

effectively assessed reading skills based on the theory of language competence and strategic competence.

5.3 Suggestions

The scoring validity results indicated overall reliability, although there are areas for improvement to enhance the consistency and internal consistency of the test. Continuous efforts to address these areas of concern will contribute to the ongoing improvement and refinement of the TPELT Reading Test. By incorporating these recommendations and conducting further research, the TPELT can serve as a robust and valuable tool for assessing the English language proficiency of primary English teachers, providing meaningful insights for professional development and language education in Indonesia.

Based on the findings, several suggestions can be made to improve the TPELT Reading Test:

1. Item Revision: Conduct a thorough review of the test items to identify any potential issues impacting internal consistency. Focus on revising and refining the items to ensure they effectively measure the intended construct and demonstrate higher interrelatedness.
2. Parallel Forms: Develop and administer additional parallel forms of the TPELT Reading Test to assess the consistency and stability of scores over time. This will provide a more comprehensive understanding of the test's reliability and help identify areas for improvement.
3. Item Analysis: Perform an in-depth item analysis to identify problematic items that may be contributing to lower reliability. Evaluate the difficulty level, discrimination power, and clarity of each item, and consider revising or replacing items that do not meet the desired criteria.
4. Pilot Testing: Conduct pilot testing again with a diverse group of primary English teachers to gather feedback on the test's content, clarity, and relevance. This will help ensure that the test accurately measures the English proficiency of the target population.

5. **Test Development Expertise:** Seek the input and collaboration of experts in test development and validation to enhance the overall quality of the TPELT Reading Test. Their expertise can provide valuable insights into best practices and strategies for improving reliability and validity.
6. **Continuous Evaluation and Revision:** Establish a systematic process for ongoing evaluation and revision of the TPELT Reading Test. Regularly assess the test's psychometric properties, validity evidence, and feedback from test takers and stakeholders. This will enable continuous improvement and ensure the test remains relevant and reliable over time.

By implementing these suggestions, the developers of the TPELT Reading Test can enhance the reliability, validity, and overall quality of the assessment, ultimately providing a more accurate measure of the English proficiency of primary teachers in Indonesia.