

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

Chapter IV has elaborated on the findings of the communicative language activities and strategy used in constructing the TPELT test framework for primary English teachers in Indonesia that was drawn upon CEFR and *Kurikulum Merdeka*. The findings were discussed to justify the underlying theories. This chapter presents the conclusions and suggestions departing from the findings and discussions put forward in the previous chapter.

#### 5.1 Conclusions

This study has investigated and explored the ways CEFR and *Kurikulum Merdeka* can help to construct the test framework of TPELT. Specifically, this study has investigated the relevant communicative language activities and strategies in the construction of the TPELT test framework. First, at the end of the investigation, an insightful journey in constructing a language proficiency test framework drawn upon CEFR and *Kurikulum Merdeka* was experienced. The results from the study can become a blueprint for developing test items for measuring the language proficiency of English teachers in Indonesia. Furthermore, as stated by the Council of Europe (2020), CEFR-level descriptors play an important role in formulating a test framework that is aligned with communicative language activities and strategies needed by English teachers.

It shows that in constructing a language proficiency test framework for primary English teachers, close attention should be paid since not all activities are suitable for them. The communicative language activities that were incorporated in the test framework should align with the learning outcome phases in *Kurikulum Merdeka* because the activities should be aligned with the instructional purposes that teachers usually do in the classrooms.

As for the receptive skills framework, the assessment of English teachers' receptive skills largely focuses on their capacity to perceive and understand

meaning through auditory or written modalities. Nevertheless, this procedure necessitates the presence of shared knowledge among individuals who are acquiring a new language. In order to conduct a thorough evaluation, it is important to incorporate strategies for both oral and reading comprehension within the framework (Council of Europe, 2001; 2020; OECD, 2021; Schank & Abelson, 1977). This entails recognizing clues and inferences present in many modes of communication. This methodology enables test developers to construct items that cater to the instructional techniques employed by teachers in order to grasp implicit meanings conveyed through auditory or written content.

In order to effectively demonstrate good language usage, provide engaging information, and develop comprehension among students, it is imperative that English teachers possess robust receptive skills. Teachers assume a pivotal role in facilitating the advancement of language skills and establishing inclusive and dynamic environments for language acquisition (Celce-Murcia et al., 2014; Richards & Renandya, 2002).

The incorporation of receptive skills exercises into language learning and teacher training programs is in accordance with the Common European Framework of Reference for Languages (CEFR) and the *Kurikulum Merdeka*, thereby promoting the development of proficient teachers of English in Indonesia. Receptive skills equip teachers with the necessary tools and knowledge to consistently improve their language proficiency and teaching abilities, thereby positively influencing students' language learning experiences (Nation & Macalister, 2020; Vandergrift & Goh, 2021).

For the production skills framework, on the other hand, the speaking test's scales encompass the communicative functions of storytelling, description, and reasoning. Hence, test designers have the ability to design assessments that integrate genres in order to evaluate teachers' spoken skills (Galaczi & French, 2011). Furthermore, it is worth noting that certain scales derived from the framework of communicative activities can be effectively utilized, as these scales

provide the most explicit representation of the cognitive processes inherent in oral communication.

The assessment of English teachers' knowledge of genres and the development of their writing and presenting skills can be facilitated by test developers in order to align with their proficiency in comprehending the objectives of writing activities. The Common European Framework of Reference (CEFR) offers valuable insights into the process of conceptualizing written content, which includes both transactional and evaluative forms of writing (Council of Europe, 2018; 2020). Test creators have the ability to design test items that necessitate teachers to provide written compositions in the form of text genres suggested in the curriculum, thereby adhering to the descriptors outlined in the framework. The *Kurikulum Merdeka* proposes a systematic approach for teachers to progressively articulate their concepts through textual communication.

Although the study has identified how CEFR and *Kurikulum Merdeka* could help construct the language proficiency test framework for English teachers in Indonesia, several aspects have to be further researched. Further recommendations are explained in the next section.

## **5.2 Suggestions**

In light of the preceding sections, which encompass the study's nature, conclusions, and debates, some recommendations are proposed for further research and investigations within the same domain. The current study does not currently include interactional scales inside the framework due to limitations in the technology of the testing platform. It is anticipated that future research will integrate interaction scales with more sophisticated technology, enabling the utilization of real-time interaction between individuals taking tests or teachers and examiners. By implementing this approach, it would be possible to ascertain a more comprehensive assessment of the language proficiency of English teachers.

For future research concerning the same nature of the study, it is suggested that the strategies in production skills such as planning, monitoring, and repairs could be included in the test framework with specialized sections to identify them. The integration of communicative language strategies in production skills could help understand teachers' productive skills proficiency better.

Furthermore, given that the present study is centred on developing a test framework for assessing English teachers' communicative actions and techniques, future research endeavours could concentrate on evaluating teachers' language mediation and production strategies as a means of extending their language proficiency. In regard to the communicative language strategies for productive skills, it is suggested that in the subsequent research, a more advanced feature and technology accommodating teachers' productive skills strategies could also be taken into consideration. Another recommendation is that, in constructing the future framework for measuring English teachers' language proficiency level, a more thorough analysis should be conducted in order to formulate a concise test framework.