CHAPTER V
CONCLUSION AND SUGGESTION

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 teachers, further researchers, and readers.

5.1   Conclusion

This research focuses on Weir's a priori validity (2005), consisting context validity and theory based validity, of test items that is developed by three EFL teachers in Cimahi. The data collection from the research has drawn several conclusions related to the research questions in the first chapter, which will be elaborated as a follows.

First, the findings of the study revealed that in context validity, one teacher has a problem in stating the instruction clearly because he thinks the students are already familiar with the response format and will not read the instruction though it is provided, while the other teachers are able to state it as brief and clear as possible.

Moreover, all teachers use multiple choice questions as a response format that lead a problem in response format part and task demand of writing skill. It happens because multiple choice questions only measure recognition knowledge, but in the test specification all teachers stated several numbers is for assessing writing skill.

In task demand of reading skill, the first teacher does not have any problem, while the second teacher has a problem because she does not provide information in one text asked in the question, and the third teacher uses text that is non-contextual for Indonesian students.

In addition, in order of items aspect, all teachers do not separate between careful reading and expeditious reading. They also do not arrange all question in

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order to the information in the text. Arranging question in line with the information will reduce students' difficulty in doing their test because the students do not have to re-read the information that has been covered before.

Second, in terms of theory-based validity, one teacher have a problem in item that is testing reading skill. The teacher only put a picture of sign and give the question based on the picture. In answering this item, the students will not show the process of goal setting (i.e. decide what their aim and what kind of reading strategy that will be used), monitoring, visual recognition, and pattern synchronizing.

Moreover all items testing writing skill developed by all teachers is not valid since the response format is multiple choice question. None of the items involve the executive processing of writing skill such as goal setting that covers the choice of topic, generating idea, organizing idea, translation process, and monitoring. The items that is intended to measure students' writing skill are indirect writing test. And indirect writing test cannot show the writing ability of the students. Indirect writing skill only facilitate the information about students' knowledge about grammar, or vocabulary and the ability of the students in generating provided jumbled text.

5.2   Suggestion

This study aims to improve teachers' understanding in developing items for the students. Thus the suggestion for English teachers and further researcher are provided in this part.

First, the response format that is chosen should be considered well to facilitate the skills that is going to be measured. The clear and brief instruction also should be made to avoid misunderstanding.

Second, in choosing the text for test, teachers should consider several aspects such as the content of the text, level of grammar, level of vocabulary, the text length, topic's familiarity, and text's cohesiveness.

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Third, it is better to measure all skills by using direct test because indirect test will cause some negative backwash.

The present analysis has provided some useful information relating to a priori validity of test items in the final examination. However, there are still a number of important areas which deserve further investigation. These include:

a. The impact by considering a priori validity in developing items to students' score.

b. A priori validity of items with different response format.

c. A posteriori validity analysis of items by using Weir's framework.

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