

CHAPTER V

CONCLUSIONS, LIMITATIONS OF THE STUDY, AND RECOMMENDATIONS

Chapter V consisted of three sections involving the conclusions, limitations of the study, and recommendations. In the first section, the conclusions of this study based on the findings and discussions were presented. Moreover, in the second section, the limitations of this study were exposed. Lastly, the recommendations addressed to further studies in the field of teacher-made multiple-choice test items were provided.

5.1 Conclusions

As stated in Chapter I, this study attempted to find the answer of the research question of how the teachers in this study constructed multiple-choice test items and to reveal the quality of the multiple-choice test items constructed by the teachers. Based on the findings resulted from several data collection techniques (questionnaire, interview, and document analysis), the conclusions of this study could be drawn.

The way the teachers constructed multiple-choice test items was investigated by identifying the steps taken by the teachers and the difficulties faced by the teachers in the process of test construction. According to the findings, it was reported that the steps taken by the teachers in test construction were still not optimal. There were several steps in which the teachers did not always do such as preparing a table of specifications before constructing the test, using the table of specifications as a basis in test construction, and conduct item analysis after administering the test. Meanwhile, the steps were crucial and should not be omitted in order to generate quality test items.

Regarding the difficulties faced by teachers in the process of test construction, it was found that the teachers faced various difficulties that were rooted in different sources. Some difficulties came from the technical issue in

multiple-choice test item construction such as the difficulty in creating plausible distracters, difficulty in deciding the level of difficulty of the items, and the difficulty in distributing the correct answer position in the test. Also, it was identified that the difficulties came from the teachers' internal issue such as the lack of confidence with the test items they made and the difficulty in judging the quality of the test items. Moreover, the difficulty faced by the teachers also came from the external source which was the heavy workload. The teachers admitted that their performance in teaching including the performance in constructing quality test items was constrained by the heavy workload.

The quality of the multiple-choice test items constructed by the teachers was analyzed in terms of the item format, item quality, validity, reliability, β -index, and the cognitive domains. The result of the data analysis showed that in terms of the item format, item quality, validity, reliability, and β -index, the majority of the test items constructed by the teachers were falling in an acceptable range. Moreover, it was also reported that the test items did not concentrate only on lower-order thinking domain. Both lower-order and high-order thinking were covered in the test items. Nevertheless, several flaws still existed in the test items. Hence, it indicated that more revision and improvement on the test items were needed.

Finally, considering the findings of this study, it could be concluded that the teachers' ability in multiple-choice test items construction were still limited. It was indicated by the way the teachers constructed the test items that were still not optimal. Also, it was reflected in the quality of the test items constructed by the teachers.

5.2 Limitations of the Study

In this study, it had to be acknowledged that there were several limitations existed. Firstly, due to the feasibility and time constrain, this study only involved several English teachers in one selected city in Indonesia. Hence, although the participants involved in this study were various in terms of the background and

characteristics, the result of this study could not be generalized as the portrayal representing English teachers in Indonesian context.

Secondly, due to the limited access to the teachers, this study did not include observation in collecting the data of how the teachers constructed the multiple-choice test items. The way the teacher constructed the test items were only identified by questionnaire and interview. Hence, it was not able to capture the real process of the test items construction conducted by the teachers.

5.3 Recommendations

Based on the conclusions and limitations of this study, there were several recommendations that were suggested. Firstly, since this study only involved several English teachers in one selected city in Indonesia, it was suggested to involve participants from a larger scope of Indonesia so that it could represent English teachers in Indonesian context.

Secondly, for further studies in the field of teacher-made multiple-choice test items construction, it was recommended to involve observations to capture the process of test items construction conducted by the teachers. The involvement of observations would be able to provide more comprehensive descriptions of the way the teachers constructed the test items.

Thirdly, regarding the difficulties faced by the teachers in the process of test construction, deeper studies concentrating on how to overcome the difficulties were needed. Moreover, the studies on how to improve teachers' ability in test construction would be worth to conduct.

Lastly, based on the findings of this study, it was indicated that the teachers' ability in test construction were still limited and needed to be improved. In this point, it would be beneficial for the government to conduct programs such as trainings or workshop to improve teachers' ability in test construction so that the quality of teacher-made test items could be enhanced.