Chapter 5 Thesis

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CHAPTER V

CONCLUSION AND SUGGESTION

The findings and conclusions of the research are presented in this section, which is based on the analysis and findings. The conclusion that can be drawn from the data analysis is represented in the following diagram. In light of the foregoing conclusions, the researcher would like to make the following recommendations: Students, other researchers, and the faculty of STKIP PGRI Sidoarjo as a whole, as well as the team of test creators, have contributed to the success of this project.

5.1 CONCLUSION

Product development for the items analysis was planned utilizing a Microsoft Excel database as a starting point, which was then modified as necessary. There are a number of buttons on the front page that can be used as navigation to operate the items analysis, which can be used to operate the items analysis. On the first row are three buttons, which are as follows: 'Item Analysis,' which is the title of the menu page, 'Input Data 1', which is used to navigate the data of the test related to the 'Listening Comprehension' section, 'Input Data 2', which is used to compute the data of the 'Structure & Written Expression' section, and 'Input Data 3', which is used to input the data related to the 'Reading Comprehension' section.

When it comes to the second line of @joe analysis, there are three options available, which are as follows: 'Listening Comprehension,' 'Writing Comprehension,' 'Structure & Written Expression', and 'Reading

Comprehension.' In order to move between the outcomes of tests in the listening comprehension section of the TOEFL-like test, it is essential to use the button labeled "Listening Comprehension." It is possible to explore around a finished component in terms of structure and written expression by clicking on the button 'Structure & Written Expression' once it has been completed. Finally, the option marked "Reading Comprehension" is selected in order to scroll through the results of the reading comprehension component of the test, which is similar to the TOEFL.

The names of two buttons that appear in the third line are "score" and "r table," respectively. The actions performed by these two buttons when they are pressed in quick succession are completely different. The "Score" button's function is to travel through the sheet, which provides the results of the overall score and the converted score in a TOEFL-like manner, as well as other information. Instead, the "r Table" button is used to display a list of the correlation product moments that were used in computing the data for this particular @joe analysis at the time of its use.

Reading and writing are divided into three sections: listening, structure and written expression, and reading and writing. It is divided into three sections: listening, structure and written expression, and reading. The listening section, structure and written expression section, and reading section of the TOEFL-like placement test at STKIP PGRI Sidoarjo in the Master of English Education program (MPBI) are all made up of three sections: listening, structure and written expression, reading. It is required to double-check the

categorization of the assessed TOEFL-like test using the Longman TOEFL Preparation of Debora Philips, which was written by Debora Philips, in order to ensure that the classification was correct the first time around. In order to answer the second study question, which was about the quality of the test items in the TOEFL-like placement test developed by STKIP PGRI Sidoarjo, the items were divided into four categories: validity, reliability, index difficulty, and descriminating power. The items were then classified into four categories: validity, reliability, index difficulty, and descriminating power.

Using the @joe analysis formula and a correlation point biserial as part of the product development process, it was possible to determine the validity of the correlation point biserial formula. This was done as part of the product development process. According to preliminary research, there were 18 students enrolled in the Master of English Education program (MPBI) at STKIP PGRI Sidoarjo who were used as a sample for field testing the product. In the accompanying table, it can be seen that there were 30 aspects that were identified as valid during the product's field testing, which can be seen in the section titled "Structure & Written Expression." It appears that, based on the information supplied in an accompanying table, the item's validity analysis yielded results that were considered acceptable by the test takers.

After doing a @joe analysis, the findings of the items test were compared to an established criteria that indicates that things that were formerly thought to be trustworthy are now considered to be less reliable if the reliability coefficient (r11) is less than 0.279. It is possible that a question was previously

unreliable or had a poor level of dependability if the correlation coefficient (r11) is less than 0.279. This section's dependability index was 0.887, which was utilized in the assessment of the overall reliability of the section's items. Therefore, it is likely that the items test of hearing comprehension component of the TOEFL-like placement test at STKIP PGRI Sidoarjo was determined to be of "Very Good Reliability," which means that it was determined to be extremely trustworthy.

In order to compare the results of the reliability of the items test to a criterion that states that if the dependability of the items test result is less than 0.312, things that were previously regarded reliable are now considered less dependable. If the reliability coefficient (r11) of a question is less than 0.312, it is possible that the question was previously unreliable or had a low level of consistency. This section's reliability index was 0.999, which was used to measure the overall dependability of the section. The items that were analyzed in the section on "Structure and Written Expression" had an overall reliability index of 0.999. When all of the things reviewed were taken into consideration, it was concluded that the "Structure and Written Expression" component of the TOEFL-like placement examination at STKIP PGRI Sidoarjo had "Excellent Reliability," which suggests that it was extremely trustworthy.

In order to compare and contrast those findings with a criterion that indicates that when the correlation coefficient is less than 0.279, things that were previously regarded trustworthy are now considered to be less trustworthy, a @joe study was carried out to compare and contrast those

findings There is a possibility that a question had previously been faulty or had a low degree of reliability prior to being tested when the reliability coefficient (r11) of the question is less than 0.279. It was concluded after a thorough evaluation of the 'Reading Comprehension' section that the items under examination had an overall reliability index of 0.753, which was utilized to establish the overall dependability of the section as a whole. It was discovered that the "Reading Comprehension" component of the TOEFL-like placement examination at STKIP PGRI Sidoarjo had "Good Reliability" in terms of the things that were assessed, according to the findings of the study.

Once all of the elements had been marked and the findings had been favorable, the product development team at @joe analysis declared the product 'Valid.' This was done in accordance with the recommendations of the experts: Due to the fact that they have been precisely developed for the reasons indicated below, this is the case: There has been a clear definition of the objectives and a development framework has been formed, and the notion of integrated skills has been presented in a methodical manner on the basis of a TOEFL-style test. Because everyone marked everything the same way, and because the results were outstanding, it was determined that the product development materials were valid, in accordance with the experts' recommendations: To implement a TOEFL-like test at STKIP PGRI Sidoarjo, it is the desire of the English language expert, and the test may serve as inspiration for the development of a proper TOEFL-like test in the future.

5.2 SUGESSTION

The primary goal of this study was to describe the quality of the test items used in the placement test conducted by STKIP PGRI Sidoarjo, with the secondary goal of improving the test items' quality. This, however, was not the only purpose for why the researcher undertook this investigation. In addition, the suggestion of the research is addressed to:

5.2.1   Lecturers of STKIP PGRI Sidoarjo as the team of Test Creators

As part of the Test Creators' team, STKIP PGRI Sidoarjo lecturer PGRI Sidoarjo, a detailed description of the criteria for an effective test will be provided in this study, including validity, reliability, discriminatory power, difficulty, and the overall quality of the placement test administered by lecturers as feedback. They will all enhance and improve their strategies in the future delivery of the placement test now that they are aware of the findings of this research study. As a result, students' capacity to earn good scores on future placement tests can be improved through more effective preparation for future placement examinations.

5.2.2   Students

Students that take the placement test see an improvement in their performance as a result of their ability to comprehend and analyze the results and items. It is also expected that the students will have other relevant references to the placement test.

5.2.3   Other Researchers

Aiming to serve as a reference for future studies on the analysis of placement test items or other themes connected to current research, the researcher thinks that this study can be utilized to supplement future studies on these topics. In this research, the discussion was limited to the development of an items analysis of a test that was designed to resemble the TOEFL. The validity, reliability, index difficulty, and descriminating index were all considered as criteria for a good test in the category of good test. The scope of this investigation was limited by the use of the Microsoft Excel application. The following or subsequent researchers are encouraged to conduct research using the Research and Development (R&D) method, which can be used as a product development approach because it can result in a product suite that includes an online TOEFL-like test, such as: integrating the product through a Learning Management System (LMS) or integrating the product through a Web-based approach.

5.2.4 Institution

Consequently, researchers hope to use their findings to develop laws about the efficacy of TOEFL-like tests as a placement test for additional tests offered by the university. The institution has the ability to successfully prepare for and conduct the placement tests.

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