

The Development of an English Proficiency Test for Undergraduate Students in Business Administration Faculty at King Mongkut's University of Technology North Bangkok, Rayong Campus

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Abstract.

This research aimed to develop an English proficiency test for undergraduate students in Business Administration Faculty at King Mongkut's University of Technology North Bangkok, Rayong Campus, and verify the quality of the English proficiency test in terms of validity, difficulty, discrimination, and reliability. The participants were 222 undergraduate students who enrolled the pre co-operative education subject in the first semester of 2020 academic year using the simple random sampling. The research instrument was the English proficiency test with 5 multiple choices created by using the concept of Bloom's Taxonomy. The test totally consisted of 100 question items, was equally divided into 2 sets for two groups of the students in each experiment. There were 50 question items for the students in each group. The results showed that:

1) The development of the English proficiency test revealed that the question items were in accordance with the content validity which the IOC index of consistency was between 0.67 - 1.00. The quality verification of the test in terms of validity, difficulty, discrimination, and reliability found that in the second experiment, the difficulty index (p) of the first set was between 0.22 - 0.71 and the discrimination index (r) was between 0.20 - 0.56. For the second set, the difficulty index (p) was between 0.21 - 0.72 and the discrimination index (r) was between 0.20 - 0.74. The results of reliability analysis of all the 2 sets of the test with the method of Kuder-Richardson 20 (KR-20) showed that the internal consistency reliability of the first set was 0.78, and the second set was 0.84. In summary, this stated that all the 100 question items were reliable and consistent.

2) From the two experiments indicated that the students from the first set received an average score of 22.04 accounting for 44.08% out of the total marks. There were percentile between 0.25 - 99.75, and raw scores between 7 - 45 marks. For the normalized T - Scores, the value was between $T_{21.90}$ - $T_{78.10}$ with percentile at 51.75 and raw scores were 21 marks. For the second set, the students received an average score of 22.56 with 45.12% out of the total marks. There were percentile between 0.50 - 99.75, and raw scores between 7 - 44 marks. For the normalized T - Scores, the value was between $T_{24.25}$ - $T_{75.75}$ with percentile at 50.25 and raw scores were 22 marks. For this reason, it could be concluded that all the 100 question items of the test were qualified and acceptable. However, the students' average score was low. Therefore, educational institutes should set some action plans to expedite the development of students' English proficiency.

Keywords: English proficiency test, Undergraduate students, Test development

I. Introduction

Today's world is progressing relentlessly in almost every area, communication is becoming more and more up-to-date and convenient. One

of the key factors in the development of a country is the use of languages to communicate with people around the world whether they are from countries in ASEAN community or from the other parts of the world. On the other hand, all the languages are used to communicate, and English is one of the languages considered as an international language spoken worldwide. Therefore, English plays an important role as a lingua franca, or an international language in Thailand (Yaowalak Yim-on, 2014). English is becoming more and more important in every dimension. The governments of various countries especially in Asia have recognized the importance of this matter and campaigned for all the related agencies to realize this significance. One thing must be taken into account is that the people in every country should master the English skills. Furthermore, Thailand urgently needs to have a good preparation of the English language use to develop the country in all its aspects to have a chance to stay one step ahead of its competitors in the ASEAN community and catch up with the world's growth. According to the issue, the educational organizations both in the public and private sectors realize and try to reform the Thai education systems with a better quality and standardization.

At this point, the Faculty of Business Administration (FBA), King Mongkut's University of Technology North Bangkok, Rayong Campus (KMUTNB) (2018) aims to expand educational opportunities for students especially in higher education through the policy of English education to be the effective manpower/workforce for the businesses in Rayong and eastern Thailand. The faculty operates the education based on the policy of The Long-Term Higher Education Development Plan (2018-2037) of Office of the Higher Education Commission (OHEC) (2016) by supplementing English language skills in every curriculum to develop students' English skills in all the fields of education. At least one English subject of all the programs is provided for students, such as 'English 1' with the contents of four basic English skills: listening, speaking, reading, and writing English by integrating all skills together. In addition, in the higher education development plan of KMUTNB (2018), regarding to the indicators of 2nd Strategic Issues of the Intermediate Range Plan No.12 (2019-2021), the curriculum administration/management is aimed to produce

desirable graduates which expects graduates have competence or desirable characteristics and are able to pursue a career that meets the needs of entrepreneurs internationally. Moreover, the university expects to have high percentage of students whose English language scores meet the minimum requirements (University Council Resolution 7/2018, 3 October 2018). According to this issue, Business Administration Faculty aims to have a project to test students' English skills (Thanatchaporn Thawilpol, 2018) and expects all undergraduate students in the faculty take the English test before training in co-operative education program according to the higher education development plan of KMUTNB.

Based on this project, the researcher was interested to develop the English proficiency test for undergraduate students of the Business Administration Faculty, King Mongkut's University of Technology North Bangkok, Rayong Campus to evaluate the English teaching and learning achievement of students by using a concept of Bloom's Taxonomy as a guideline for the test development to demonstrate whether the students could achieve the course objectives and the teachers could expect the outcomes of the faculty's curriculum related to the cognitive domain of Taxonomy of educational objectives: knowledge, comprehension, application, analysis, synthesis, and evaluation, including knowledge-based goals which were factual, conceptual, procedural, and metacognitive. After that, the researcher would investigate the quality of the English proficiency test in terms of validity, difficulty, discrimination, and reliability to verify whether the test was effective. Then, the researcher takes the scores obtained from the test to create the norms which the raw scores were converted to percentile and normalized T-score to show if students could achieve the course objectives and teachers could expect the outcomes of the faculty's curriculum after taking the courses provided by the faculty. Moreover, the results of the test could be a guideline for the development of other types of tests in different programs in the future so that teachers could evaluate their students' English proficiency test and learners of English could use the English skills for their future careers or goals.

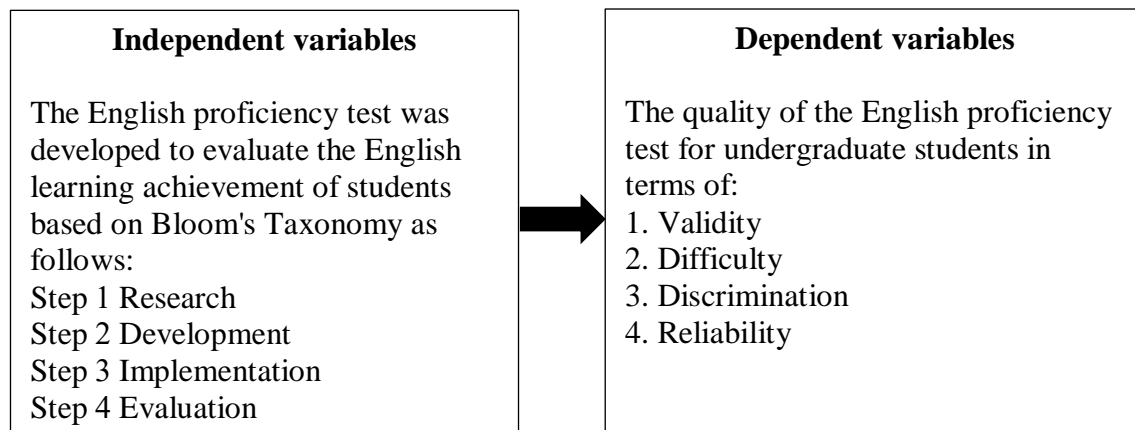
1.1 Objectives of the Study

The purposes of the study were to answer the research objectives as follows.

1.1.1 To develop the English proficiency test for undergraduate students in the Faculty of Business Administration, King Mongkut's University of Technology North Bangkok, Rayong Campus.

1.1.2 To examine the quality of the English proficiency test in terms of validity, difficulty, discrimination, and reliability.

1.2 The conceptual framework



2. Literature Review

2.1 English language development in FBA programs

The Faculty of Business Administration known as FBA offers top-notch programs for bachelor's, master's, and doctoral degrees of Business Administration to extend opportunities at higher education levels to develop and improve human resources for industrial sector in both Bangkok and the other provinces in eastern Thailand. The programs emphatically consist of skills and knowledge of industrial business administration as professionals based on moral principles through teaching and learning of both theory and practice in the modern operating classrooms and with the modern educational technology. Regarding the English language skill development, the faculty provides several courses aimed to produce desirable graduates with knowledge and skills most international companies require. The course objectives and expected outcomes of the faculty's curriculums for the English language skill development are based on the main ideas as follows (Academic services division, 2015):

2.1.1 Students can improve their English language skills for note-taking, seminars, presentations and academic speaking, reading, writing, and referencing.

2.1.2 Students can integrate their English skills: listening, speaking, reading, and writing at different levels to implement in their daily life with cultural awareness of diverse users. They can learn vocabulary and grammatical structures through conversations, academic and general journals, writing skills of non-complex sentences and paragraphs.

2.1.3 Students can develop their skills of self-study, English learning techniques, the use of English dictionaries for spoken and written communications, and self-discipline in learning: planning, monitoring, and evaluating as a study tool for the development of English skills.

2.1.4 Students can develop their English speaking and listening skills for communication with simple and complex sentences in their daily life, self-introduction, describing things, giving directions, and expressing opinions.

2.1.5 Students can enhance their English skills for work or businesses including marketing, making appointments, welcoming visitors, negotiating, describing job positions and products, writing, and presenting projects.

2.1.6 Students can learn the processes, techniques and languages related to industrial management; technical terms of English language in the industrial management

environment including service sector, and awareness of international cultures, etc.

2.1.7 Students can be aware of a wide range of managerial topics within the sphere of engineering business and management through the use of English language for effective presentation, marketing techniques, brand management, team building and meetings.

2.1.8 Students can learn how to write a paragraph; narrative, descriptive and expository types, paragraph components, processes, peer feedbacks and teacher feedbacks activities, service industry, memos, business letters, emails, minutes, leaflets, and reports, using appropriate words, phrases, and expressions.

2.1.9 Students can master their writing skills with English grammar accuracy used in academic areas for the main communicative functions at all levels of written communication: definition, comparison, description, and so on.

2.2 Bloom's Taxonomy

Learning outcomes are usually expected after the teaching and learning process ends, and the

expected learning outcomes are the main points of learning achievement based on the curriculum objectives. Generally, the learning outcomes can be categorized into 3 areas: 1) subject specific outcomes with the aim of providing learners with knowledge of the subject matters, 2) personal transfer skills with the aim of providing learners with skills and capabilities that students can transfer to implement for work or activities, and 3) generic academic outcomes with the aim of providing learners with the skills and capabilities of giving information in the ways of thinking, planning and decision-making. The results of the learning outcomes of the three areas specifically create learners' behaviors, and each behavior is the learners' response to knowledge, understanding, feelings or physical skills noticeable and shown if the learners achieve the expected learning outcomes. For this reason, Ministry of Education (2010) provided Thai schools or educational institutes with the educational objectives of Bloom's Taxonomy, one of the most used methods (Bloom et al., 1994; Gronlund, 1991; Krathwohl et al., 1956).

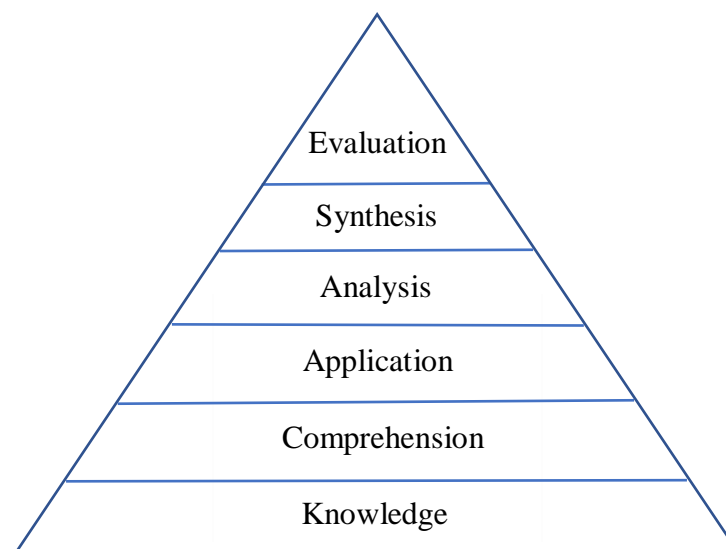


Figure 1: Bloom's Taxonomy

For evaluating learning outcomes, the researcher created the English proficiency test by using a concept of Bloom's Taxonomy as a guideline for the test development according to the multi-tiered scale of Bloom's Taxonomy which expresses the level of proficiency required to achieve each measurable student outcome

(Patricia Armstrong, 2010) for cognitive domain with six major categories: knowledge, comprehension, application, analysis, synthesis, and evaluation.

2.2.1 Knowledge: Recall of information, discovery, observation, listing, locating, and naming. It is a measure of knowledge that

students have learned by classifying the subject matters, names of people and things in the content including rules, theories, and principles that are included in the content.

2.2.2 Comprehension: Understanding, translating, summarizing, demonstrating, and discussing. It is a measure of understanding of the subject matters they learned by telling or summarizing. Moreover, they are able to explain the meaning of words, phrases, sentences, and messages by using their own words to communicate.

2.2.3 Application: Using and applying knowledge, using problem solving method, manipulating, designing, and experimenting. It measures the practical application of knowledge in their everyday life, including words, methods, rules, tenses, theories, and concepts.

2.2.4 Analysis: Identifying and analyzing patterns, organization of ideas, and recognizing trends. It is a measure from the reading the story such as characteristics, objects and places. Students can suggest and separate sub-concepts that lead to a collective idea.

2.2.5 Synthesis: Using old concepts to create new ideas, design and invention, composing, imagining, inferring, modifying, predicting, and combining. It is a measure of the subject matters learners have studied. It is also a summary of concepts, situations, stories to compare with other subjects or expressions.

2.2.6 Evaluation: Assessing theories, comparison of ideas, evaluating outcomes, solving, judging, recommending, and rating. It is a measure of the rationale, fact, and prediction of an event. Students are able to assess or decide to do something according to the standard of measurement.

3. Methodology

3.1 Participants

The population of this research were 499 undergraduate students who enrolled the pre cooperative education course in the first semester of 2020 academic year of the Business Administration Faculty, King Mongkut's University of Technology North Bangkok, Rayong Campus (Academic Services Division, 2020). The sample of this research was

calculated by using the simple random sampling with the formula table of Taro Yamane (Thanin Silpcharu, 2014: 47) with 95% confidence level in order to obtain the reliability of data, the numbers of sample group were 222 undergraduate students. The participants were equally divided into 2 groups for taking the test in each experiment that meant there were 111 students per group regardless of their knowledge of English, such as their grade point average (GPA) in English classes, behaviors/actions or self-discipline.

3.2 Research instrument

The research instrument was the English proficiency test with 5 multiple choices created and implemented in 2 experiments, and the test was based on the concept of Bloom's Taxonomy. The English proficiency test totally consisted of 100 question items and was divided into 2 sets equally for each experiment, that meant there were 50 question items per one set. As the researcher divided 222 students equally for each experiment. Therefore, the first set of the test was for 111 students in the first group, likewise, the second set was for the other 111 students in the second group. These 2 sets of the test were used at the same time in each experiment. The English proficiency test consisted of 5 different parts: Part 1: Vocabulary, Part 2: Error Identification, Part 3: Passage Reading, Part 4: Sentence Completion, and Part 5: Passage Completion.

3.3 Research procedure

In the study, the research procedure was conducted through the following steps:

Step 1 Research: The researcher studied related documents, textbooks, electronic media including the samples of English proficiency tests of the international well-known institutions, such as TOEFL, TOEIC, IELTS, CU-TEP, TU-GET, etc. to be a guideline to create the question items for the English proficiency test. The researcher determined the subject matters and scope of the question items suitable to the students' levels of English knowledge that was in accordance with the objectives and benefits of the study by using the concept of Bloom's Taxonomy. The data was

used to formulate the conceptual framework to conduct the research, and the test development.

Step 2 Development: To have a reliable test with 100 question items, the researcher needed to create a surplus of 50 question items or 1.5 to twice in case to replace some of the 100 question items in case they were not inconsistent. Therefore, the researcher wrote a draft of the English proficiency test with 150 question items with 5 multiple choices, and asked three experts of the related field of the study to verify and assess the draft test based on the course objectives and expected outcomes of the faculty's curriculum with the framework elaborated by the concept of Bloom's Taxonomy including six major categories: knowledge, comprehension, application, analysis, synthesis, and evaluation, to verify the content validity and the quality of the test, and to find out the index of item objective congruence (IOC), and the appropriate question items of the English proficiency test. After the experts' verification and assessment, the researcher selected 100 reliable question items and equally divided the English proficiency test into 2 sets: there were 50 question items for each set before implementing both 2 sets in the first and second experiments respectively.

Step 3 Implementation: The researcher implemented the English proficiency test with the participants of the study to verify the validity and effectiveness of the test. The 222 students were equivalently divided into 2 groups for each experiment: 111 students per group. The students in the first group took the first set of the test, while the students in the second group took the second set of the test in each experiment. They took approximately one hour for each experiment. After the students of the first experiment finished the test, the researcher calculated and analyzed the scores to statistically check the quality of the English proficiency test. The difficulty index (p) of the most appropriate question items was between 0.20 - 0.80, and the discrimination index (r) was equal or higher than 0.20. After the first experiment and interpretation, the researcher developed the results and edited the test question items accordingly before implementing them again in the second experiment with the same

procedure of the first experiment. Then, the researcher evaluated and interpreted the scores from the second experiments in statistics to investigate the quality of the English proficiency test in terms of validity, difficulty, discrimination, and reliability by the method of Kuder-Richardson 20 (KR-20).

Step 4 Evaluation: After the scores of the two sets from 2 experiments were statistically interpreted, the researcher analyzed and selected the 100 efficient and reliable question items that were acceptable and consistent to create the complete edition of the English proficiency test consistent with the course objectives and expected outcomes of the faculty's curriculum based on the concept of Bloom's Taxonomy. The researcher created the norms by converting raw scores to percentile and normalized T - Score to measure the English proficiency levels of all the students who took the test. Eventually, the English proficiency test that was in accordance with the quality criteria was completely written as a manuscript of the Faculty of Business Administration to use in the future.

4. The results

The results of the research could be analyzed and summarized as follows:

4.1 To analyze the content validity by asking 3 experts to assess the English proficiency test according to the course objectives and expected outcomes of the faculty's curriculum based on a concept of Bloom's Taxonomy, the results revealed that IOC index of consistency was between 0.67 - 1.00. This indicated that most question items were consistent and acceptable. For the first 150 question items, 108 question items were suitable and in accordance with the criteria, but the other 42 question items were inappropriate or not consistent. Therefore, the researcher finally selected 100 question items with the right contents for the students to create the test to implement in the experiments.

4.2 The results of the quality analysis of the English proficiency test in terms of validity, difficulty, discrimination, and reliability revealed as follows:

4.2.1 The first experiment showed that the difficulty index (p) of the first set of the English proficiency test was between 0.20 - 0.87 and the discrimination index (r) was between 0.00 - 0.49. From 50 question items of the first set, 35 (70%) question items were reliable, and the difficulty index (p) was between 0.20 - 0.80 and the discrimination index (r) was equal or higher than 0.20, whereas 15 (30%) question items were not appropriate and need to improve or edit again. At the same time, the difficulty index (p) of the second set of the test with 50 question items was between 0.13 - 0.54, and the discrimination index (r) was between 0.02 - 0.48, which 39 (78%) question items were reliable, whereas, 11 (22%) question items were not appropriate. When the researcher calculated the results of all the 100 question items from 2 sets together, it was found that the difficulty index (p) of 11 (11%) question items was between 0.00 - 0.20, 49 (49%) question items was between 0.20 - 0.39, 33 (33%) question items was between 0.40 - 0.59, 6 (6%) question items was between 0.60 - 0.80, and 1 (1%) was higher than 0.80 respectively. When it comes to the discrimination index (r) of the 100 question items, it was found that the discrimination index (r) of 22 (22%) question items was between 0.00 - 0.19, 35 (35%) question items was between 0.20 - 0.29, 30 (30%) question items was between 0.30 - 0.39, and 13 (13%) question items was higher than 4.00 respectively. For this reason, some of the question items of the English proficiency test in the first experiment were still lacked of quality, so the researcher corrected and edited them again before implementation in the second experiment.

4.2.2 The second experiment indicated that the difficulty index (p) of the first set of the English proficiency test was between 0.22 - 0.71 and the discrimination index (r) was between 0.20 - 0.56. From item analysis, all the 50 question items (100%) in the first set were reliable and suitable with the difficulty index (p) between 0.20 - 0.80 and the discrimination index (r) was equal or higher than 0.20. For the second set of the test, the difficulty index (p) was between 0.21 - 0.72 and the discrimination index (r) was between 0.20 - 0.74. At the same time, all the 50 question items (100%) in the second set were also reliable and suitable. When the researcher calculated the results of all the 100 question items from 2 sets together, it was found that the difficulty index (p) of 44 (44%) question items

was between 0.20 - 0.39, 46 (46%) question items was between 0.40 - 0.59, and 10 (10%) question items was between 0.60 - 0.80 respectively. Whereas, the discrimination index (r) of the 100 question items revealed that the discrimination index (r) of 32 (32%) question items was between 0.20 - 0.29, 32 (32%) question items was between 0.30 - 0.39, and 36 (36%) question items was higher than 4.00 respectively.

4.2.3 The results of reliability analysis of all the 2 sets of the English proficiency test created through the method of Kuder-Richardson 20 (KR-20) in the second experiment implied that internal consistency reliability of the first test was 0.78 and the second test was 0.84. In summary, all the 2 sets of the English proficiency test in the second experiment were consistent and reliable.

5. Conclusion and Discussion

In summary, the results of this study can be summarized and discussed as follows.

5.1 The test development

From the investigation of the curriculum and faculty development of the Business Administration Faculty, it was found that the faculty aims to develop students' English language skills for work and everyday life and expects the students to take the English test before taking the co-operative education course with a period of four months or one semester. Consequently, the researcher created the English proficiency test with 5 multiple choices. There were totally 100 question items consistent with the course objectives and expected outcomes of the faculty's curriculum based on the approach of Bloom's Taxonomy. After that, the researcher asked three experts to verify and assess the content validity of the draft test and the index of item objective congruence (IOC). This assessment revealed that the content validity analysis was between 0.67 - 1.00 which indicated that the English proficiency test was consistent and reliable. This is in accordance with the study of Luan Saiyod and Aungkana Saiyod (2000:246) claiming that the value of the index of item objective congruence (IOC) must be equal or higher than 0.50 that would be considered consistent. This is also in accordance with the research of Sajee Jiraro and Supamas

Angsuchoti (2021) claiming that the Sukhothai Thammathirat Open University's English Proficiency Test or STOU-EPT (E-testing) under the Common European Framework of Reference for Languages (CEFR) was suitable and qualified because a world-renowned scholar in the fields of language testing and evaluation was involved in judging the consistency of the test items with the CEFR criteria. Moreover, the researchers used the Lexitutor program for checking the appropriateness of the language level, and the AWL list was used for checking the appropriateness of the academic words. The level of most question items was higher than the CEFR's criteria. In addition, the item difficulty of the test was ranged from 88.00% to 100.00%, and the KR-20 reliability coefficient of Part 3 of Reading was at the highest range level from 0.853 to 0.893. Likewise, Chawan Paerattakul (2009: 81) stated that the test with high validity or quality was the test that could accurately measure what we wanted to evaluate our learners because the scores of the test could be possible to give the results as we expected and were compatible with the purposes.

5.2 The experiment to determine the quality of the English proficiency test

To verify the quality of the English proficiency test, it was found that the difficulty index (p) of the first set of the test was between 0.22 - 0.71 and the difficulty index (p) of the second set of the test was between 0.21 - 0.72, also all question items of both 2 sets were reliable and suitable. As a result, all the 100 question items could be implemented to test the students' English proficiency. This is in accordance with the given criteria which the difficulty index (p) was between 0.20 - 0.80 and discrimination index (r) was equal or higher than 0.20. Besides, the reliability analysis of all the 2 sets of the English proficiency test with the method of Kuder-Richardson 20 (KR-20) showed that internal consistency reliability of the first set was 0.78 and the second set was 0.84. This is in accordance with the concept of Bloom's Taxonomy (Bloom, 1971: 167) stating that the reliability range level of the general achievement test should be at least 0.80, and this is also in accordance with the study of Sirichai Kanjanawasee (2001) claiming that the acceptable reliability depends on the importance of decision making and opportunities for doing

something, such as tests for further study, or comprehensive test for graduation, and there must be a particularly high level of reliability of the tests. However, if the results of the tests were not so restricted, the tests with lower reliability could be acceptable, but the reliability should be at least 0.50. This is in accordance with the study of Laddawan Petchroj and Benjamas Saisud (2017) which created a placement test, found out the quality and improved the placement test for the first-year students at Rajapruk University displayed that if the quality of validity of the placement test had the IOC value at 0.86 and the reliability was at 0.81. The test quality was at 85 percent. Most question items were rather difficult, but most of them consisted of positive correlation coefficient. Therefore, the test was suitable and reliable.

5.3 Evaluation and improvement of the English proficiency test and normalization

To evaluate, improve, and create the norms of the English proficiency test for undergraduate students of the Business Administration Faculty at King Mongkut's University of Technology North Bangkok, Rayong Campus, the researcher took the scores of students that passed the quality investigation to create the norms by converting the raw scores to percentile and normalized T - Score to compare the students' English proficiency levels.

From the two experiments with 222 students indicated that the students from the first set of the English proficiency test with 50 question items and 50 full marks received an average score of 22.04 accounting for 44.08% out of the total marks. There were percentile between 0.25 - 99.75, and raw scores between 7 - 45 marks. When the raw scores were converted to normalized T - Scores, it revealed that the value was between $T_{21.90} - T_{78.10}$ and the T - Scores was equal to 50 with percentile at 51.75 and raw scores were 21 marks. For the second set of the test with 50 question items and 50 full marks, the students received an average score of 22.56 with 45.12% out of the total marks. There were percentile between 0.50 - 99.75, and raw scores between 7 - 44 marks. When the raw scores were converted to normalized T - Scores, it revealed that the value was between $T_{24.25} - T_{75.75}$ which the T - Scores was equal to 50 with percentile at 50.25 and raw scores were 22 marks. The norms

were created and used to interpret the scores obtained from the English proficiency test. The data could be used to estimate the levels of English proficiency of each student. As a result, the English proficiency test was qualified and reliable. Anyway, the average scores of the students indicated that English proficiency level of students was low. This is in accordance with the study of Chantima Chuwarnond et al. (2018) stating that the English proficiency test for the students of Dhonburi Rajabhat University was developed, and the results of the test showed that the students received low scores with the mean of 29.13%. This indicated that most of the students had low English proficiency. The difficulty index showed that the tests were quite hard for the students. However, the purpose of the tests was to assess the improvement of English language proficiency, all the researchers needed their learners to improve their English skills. Consequently, the educational sectors should have the right plan to enhance students' English proficiency.

In summary, the researcher conducted the study to develop the English proficiency test for undergraduate students of the Business Administration Faculty, King Mongkut's University of Technology North Bangkok, Rayong Campus. The English proficiency test consisted of 100 question items equally divided into 2 sets for each experiment. After the experiments and investigation of the quality of the English proficiency test in terms of validity, difficulty, discrimination, and reliability had been conducted, the findings showed that both 2 sets of the English proficiency test were qualified and reliable because the results of validity, difficulty, discrimination, and reliability were in accordance with the specified criteria after evaluation and improvement in 2 experiments. Therefore, all the 100 question items of the English proficiency test could be implemented to evaluate the students' English proficiency based on the purposes of the study.

6. Recommendation

The results of the study indicated that the English proficiency test was approved to implement for the evaluation of the undergraduate students' English. Therefore, the researcher provided some beneficial

recommendations for further implementation and involved studies as follows:

6.1 Teachers should implement the English proficiency test as a guideline to evaluate their students' English proficiency in colleges or universities to enhance students' academic achievement.

6.2 Teachers should use the English proficiency test as a research instrument to collect data from students in different fields or various groups.

6.3 There should be further studies to develop and verify the quality of the test in different ways, such as subjective test, True-Fales test, matching, etc.

6.4 There should be further studies and development of the test according to the concept of Program for International Student Assessment (PISA) because the test is an important instrument to assess the students' English language skills.

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