

**AN ANALYSIS OF WASHBACK FOR ENGLISH DAILY TEST
AT THE TENTH GRADE IN SMA DHARMA WANITA 4
TAMAN SIDOARJO ACADEMIC YEAR OF 2017/2018**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



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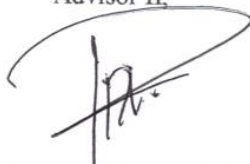
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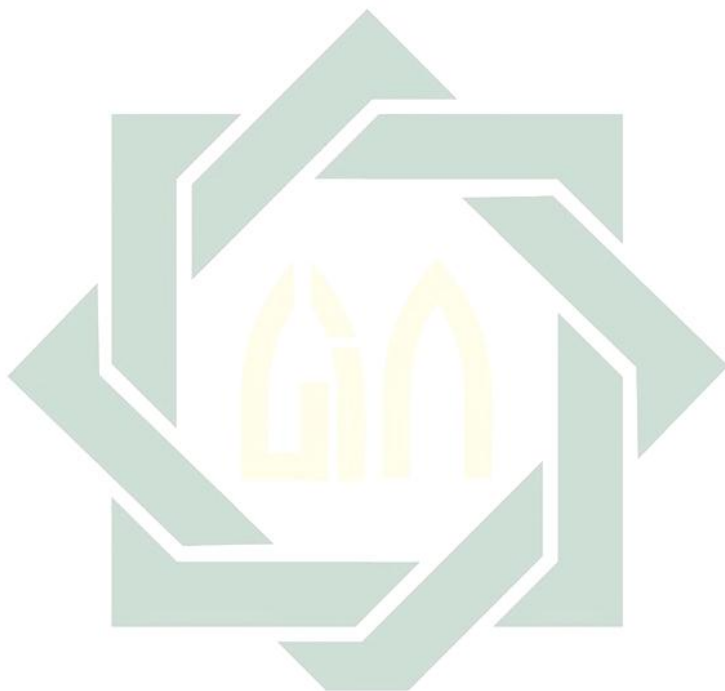
ABSTRACT

Dewi, Anis Safitri (2018). “*An Analysis of Washback effect for English Daily Test*”. A Thesis. English Education Department. Faculty of Education and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Pembimbing: Muhtarom, and Rizka Safriyani.

Key words : *Washback Effect Analysis, English Daily Test*

Testing plays a very important role in Language teaching, it crucial to see the effectiveness of teaching and learning. Tests are the primary source of change in the centralized educational system, one of them is English Daily test. The present study was aimed to find out the washback effects of English daily test to students and teacher at the tenth grade in SMA Dharma Wanita 4 Taman, Sidoarjo. The English Daily test was analyzed by using criteria of washback either positive or negative and dimensions of it proposed by experts. Washback effect analysis in this study focuses on English teacher and students. The result of the study shows that English daily test for tenth grade at SMA Dharma Wanita 4 Taman meet the criteria of positive washback effect at some categories, from many criteria from teacher and learners side can supposed to be a positive washback effect, most of them are suitable with the teacher and students' condition, perception, and behavior. There are some parts also can be categorized as negative washback effect. The questions of the English daily test did not follow all of the basic competence in the syllabi. Another thing is about students' positive behavior and feeling related with English daily test only 58% of students agreed that they have a positive behavior and feeling related with English daily test. The rest are still felt unconfident with their ability to face an English daily test, they also agreed that English daily test have made them nervous and restless. In conclusion, the contexts which observed have both positive and negative washback effect in some categories. The negative effect can be reduced if the teacher follows all of the basic competence for students learning syllabi for making the English daily test questions. The student bad feeling such as nervous and other anxieties will also decrease if the students have the

habit or get used to face an English daily test which held once or twice in a month.



ABSTRAK

Dewi, Anis Safitri (2018). "*An Analysis of Washback effect for English Daily Test*". A Thesis. English Education Department. Faculty of Education and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Pembimbing: Muhtarom, and Rizka Safriyani.

Key words : *Analisis efek washback, ulangan harian Bahasa Inggris*

Sebuah tes memainkan peran yang sangat penting dalam pengajaran bahasa, hal tersebut penting untuk melihat efektivitas pengajaran dan pembelajaran. Tes adalah sumber utama perubahan dalam sistem pendidikan terpusat, salah satunya adalah tes ulangan harian Bahasa Inggris. Penelitian ini bertujuan untuk mengetahui efek washback dari tes harian bahasa Inggris kepada siswa dan guru di kelas sepuluh di SMA Dharma Wanita 4 Taman, Sidoarjo. Tes Bahasa Inggris Harian dianalisis dengan menggunakan kriteria washback baik positif atau negatif dan dimensi dari washback yang telah ditetapkan oleh para ahli. Analisis efek Washback dalam penelitian ini berfokus pada guru bahasa Inggris dan siswa. Hasil penelitian menunjukkan bahwa tes harian bahasa Inggris untuk kelas sepuluh di SMA Dharma Wanita 4 Taman memenuhi kriteria efek washback positif pada beberapa kategori, dari banyak kriteria dari sisi guru dan peserta didik bisa dikategorikan sebagai efek washback positif, kebanyakan dari mereka adalah sesuai dengan kondisi, persepsi, dan perilaku guru dan siswa. Ada beberapa bagian yang juga bisa dikategorikan sebagai efek washback negatif. Pertanyaan-pertanyaan tes harian berbahasa Inggris tidak mengikuti semua kompetensi dasar dalam silabus. Hal lain tentang perilaku dan perasaan positif siswa yang terkait dengan tes harian berbahasa Inggris, hanya 58% siswa setuju bahwa mereka memiliki perilaku positif dan perasaan terkait dengan tes harian bahasa Inggris. Sisanya masih merasa tidak percaya diri dengan kemampuan mereka untuk menghadapi tes harian berbahasa Inggris, mereka juga setuju bahwa tes harian berbahasa Inggris telah membuat mereka gugup dan gelisah. kesimpulannya, beberapa konteks yang diamati memiliki efek washback positif dan negatif dalam beberapa kategori. Efek negatif

dapat dikurangi jika guru mengikuti semua kompetensi dasar bagi siswa yang belajar silabus untuk membuat soal tes harian bahasa Inggris. Perasaan buruk siswa seperti gugup dan kecemasan lainnya juga akan berkurang jika siswa memiliki kebiasaan atauterbiasa menghadapi tes harian berbahasa Inggris yang diadakan sekali atau dua kali dalam sebulan.

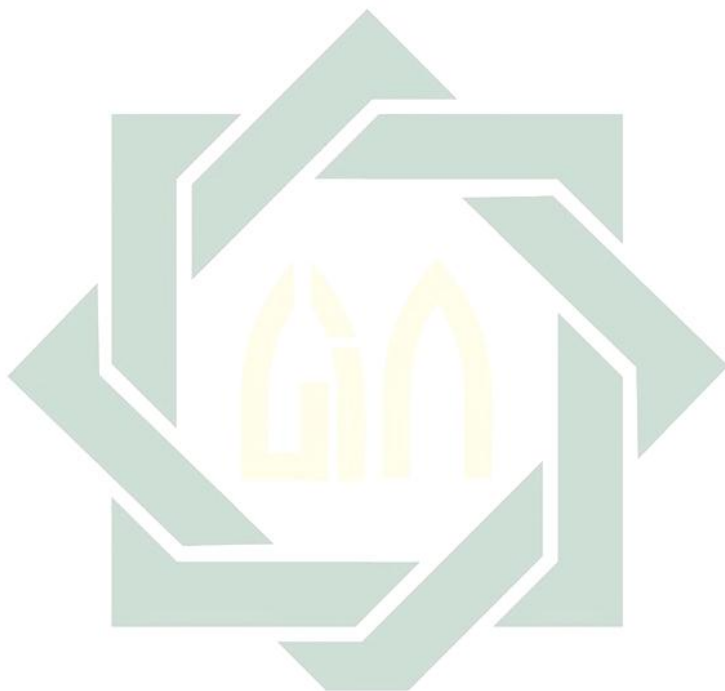


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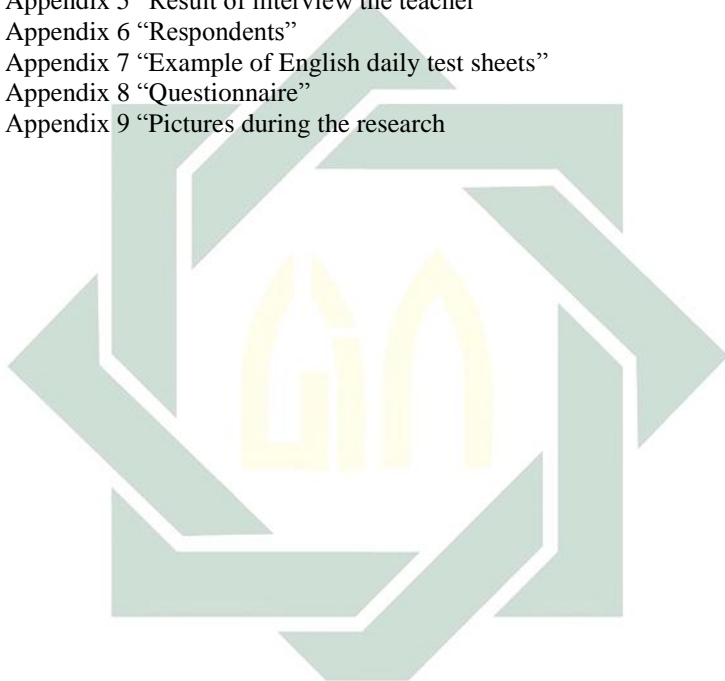
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CHAPTER I

INTRODUCTION

This chapter gives an overview of the background of the study, the research questions that come up from some cases, objectives of the study that explain the aims of conducting this research, scope and limitation of the study, and significances for school, teachers, and future researchers are also presented in this chapter. The last, definition of key terms defining the variables used in this research is also provided in this chapter.

A. Background of The Research

Education plays an important role in ensuring the survival of the nation and the state. Until recently, the education component that is used needs to be improved. One of component in education is evaluation system of learning outcomes. Evaluation of education according to Indonesia constitution number 20 Year 2005 are the activities of controlling, underwriting and, determining the educational quality of the various components of education at every track, level and type of education as a form of educational responsibility. One of the components that have to be evaluated is the learning outcomes of students. While the assessment is making a decision on something in terms of good or poor, healthy or sick, clever stupid, high or low, and so on. One technique that is commonly used for the assessment is by using the test.

Based on researcher experience in PPL 2 and preliminary research, researcher found the evidence about the pressure to improve students' test score make the teacher neglected the material or made the questions that is not convenient with the content of learning, for the students they too afraid to get the low score. Then they sometimes do the dishonest thing or can be considered as cheating. To solve this problem, the researcher tries to analyze the quality of test in term of washback. In the field of language testing, assumptions about washback were challenged by Alderson and Wall, who observed that: 'very little evidence has been presented to

support the argument that tests influence teaching'¹. They proposed washback hypotheses for investigation, including hypotheses that tests may influence what teachers teach, how teachers teach and attitudes. With this washback analysis on English daily examination, the researcher wants to know the effect of test in teaching and learning activity. There are three contexts in this washback analysis. The first is about the test itself including "model of the test, syllabus, and feedback on the test". The second is about how a test influence teacher and the last is about how a test influence learners. The study of a washback phenomenon is always interesting². It is because washback is a complex phenomenon. Besides, they assume that teachers and learners do things they will not necessarily otherwise do because of the test³. Bachman and Palmer state that washback can be positive or negative, and even neutral. Meanwhile, the amount and type of washback depend on the extent to which the status of the test, the degree to which the test counters to the current teaching practices, what teachers and textbook writers are willing and able to innovate⁴.

The previous study about "how does washback influence teaching?" gives a lot of information which needed in this research as reference. This research was designed to investigate whether or not any washback effect of the revised Hong Kong Certificate of Education Examination in English (HKCEE) by long Kong Examinations Authority could be observed in the teaching of English in Hong 'Ong secondary schools. Finding of that study indicated that the washback effect worked quickly and efficiently to bring about changes in teaching materials, largely due to the commercial characteristics of Hong Kong society, but somewhat slowly, reluctantly, and with difficulty in the methodology that teachers employ. It is suggested that teaching content has so far

¹Alderson, J.C. & Wall, D. (1993). Does washback exist? *Applied Linguistics*, 14 (2), 120

²Alderson, J.C. & Wall, D. (1993). Does washback exist? *Applied Linguistics*, 14 (2), 123

³ Alderson, J.C. & Wall, D. (1993). Does washback exist? *Applied Linguistics*, 14 (2), 123-124

⁴Alderson, J.C. & Wall, D. (1993). Does washback exist? *Applied Linguistics*, 14 (2), 127

received the most intensive washback effects, although washback effects have also been observed in teachers' attitudes and behaviors and in the English curriculum⁵. The study about how does washback influence teaching contained the great information that related with teacher and teaching after Hong Kong Certificate of Education Examination in English (HKCEE). Even though that research contained great information, I think there is something important that need to find more. Every test either the test is good or not will give influences on teaching, learning, policy maker, and the others that related about flied of study. That research should categorize either the influence is good or not in teaching in order to categorize the test containing the positive or negative washback.

The second is study about the washback effect of testing on students' learning in EFL writing class by EmaŞenel - Birsentütüniş⁶. This study displays the literature review that investigates what the drawbacks of exams are on learning in general, then gives a brief account of a small scale research conducted in two EFL writing classes. There has been extensive research in related literature on the impact of testing on students learning a foreign language. In practice most of the teachers assess their students with scheduled exams which they conduct in accordance with the syllabuses prepared at the beginning of the semester. The level and form of the negative effects change according to some factors such as gender, age, the aim and level of learning⁷. This study investigated the negative effects of testing and their reasons on elementary level EFL students' writing. The results indicate that learners' anxiety level increase and their performance decrease when they know that it is an assessment.

The next previous study is do language examination influence the teachers' teach by Philip Glover. This paper looks in

⁵ Cheng, Liying How Does Washback Influence Teaching? Implications for Hong Kong. University of Hong Kong, 1-2

⁶EmaŞenel - Birsentütüniş,2011. The washback effect of testing on students' learning in EFL writing class. DilDergisi .Sayı: 153. 44

⁷EmaŞenel - Birsentütüniş,2011. The washback effect of testing on students' learning in EFL writing class. DilDergisi .Sayı: 153. 48

detail at three complicating factors in washback research; the variety of terms used, conflicting findings and the nature of positive or negative washback. The paper describes a study that used discourse analysis in order to investigate examination influences on teacher talk. Findings suggest that washback on how teachers teach, if present, may lie in some categories of teacher talk but not in others⁸. The study found some indications of washback and what it may look like. Washback seems to take the form, on the one hand, of less prompting and correcting talk and, on the other hand, of more utterances that are longer such as explanations and advice. This move away from guiding talk connects with the examination through the lesson aims that are stated by the teachers. The guiding talk is more oriented towards the aims of teaching language forms, whereas the longer utterances focus on the students' examination performance⁹.

Understanding of washback concept are used to understand the context of washback in the field of study. Besides, the some phenomena following the washback will also be reviewed to identify what kind of washback phenomena happen in the field of study. Researcher reviewed some current model teaching and learning in the context of washback. The researcher focuses on English daily test examination to identify how washback effect to the teacher and the learner.

Based on the background and previous studies above, researcher conducted research related to the analysis of washback which includes as one of principles of language assessment with the title "An Analysis of washback effect of English daily test to the teacher and students at the Tenth Grade of SMA Dharma Wanita 4 Taman, Sidoarjo". The researcher chose first grade students of senior high school as subject because English quality of tenth grade start to be increased. They also can be considered as beginner who still familiarize themselves with the English Daily test. By knowing the influence of the test at classroom practice through washback effect analysis, it will help to improve the quality of the test in the future.

⁸ Glover, P. (2014). Do language examinations influence how teachers teach? *International Online Journal of Education and Teaching (IOJET)*, 1(3). 197

⁹ Glover, P. (2014). Do language examinations influence how teachers teach? *International Online Journal of Education and Teaching (IOJET)*, 1(3). 210

This research conducted in SMA Dharma Wanita 4 Taman because there are some students whose average score has not reached the kkm standard. It proven with the data which given by the teacher about students average score for final test in last semester, students average score is 70 while the kkm standard is 75.¹⁰ What makes it interesting is the score on English daily tests were good for most of students. The students' average score for last English daily test is 88 while the kkm standard for congratulatory and compliment is 71.¹¹ Based on what the researcher observed before questions in English daily test about congratulatory and compliment text are suitable with students' learning content for tenth grade of senior high school students, but there is one thing of the English daily test did not follow the procedures in the Syllabus. In syllabus has explained that the test should make the students to produce or create congratulatory and compliment texts, the test only measure about student's understanding through comparing the congratulatory and compliment texts. This kind of condition automatically will affect to other important exams just like English middle test and final test. It means that English in SMA Dharma Wanita need more attention. As we know that English is play important role in life. It is testing in national examination. So, it is very important for students in this school to increase their English more. In addition, the other reasons is English daily test held in this school for once or twice in a month, if the quality of the test is not good and there are some questions that did not match with the procedures in syllabus if will give a bad effects to students result for next important test such as English middle test and Final. Because of the problem above, the researcher is inspired to do the research entitled An Analysis of washback effect for English daily test at the tenth grade of SMA Dharma Wanita 4 Taman, Sidoarjo. The researcher had find out the washback effects in classroom practice which can be either beneficial or harmful.

This research conducted in SMA Dharma Wanita 4 Taman, Sidoarjo because the researcher found phenomena that supporting for analyzing the washback effect in preliminary

¹⁰Students' tenth grade data score

¹¹Students' tenth grade data score

research. In SMA Dharma Wanita 4 Taman, The English teacher also provided the feedback in every English daily test and it can make the researcher easier to analyze the washback effect of English daily test.

B. Research Question

What are the washback effects of English daily test to the students and teacher at the tenth grade at SMA Dharma Wanita 4 Taman, Sidoarjo?

C. Objectives of the Research

The objective of the study is to find out the washback effects of English daily test to students and teacher at the tenth grade in SMA Dharma Wanita 4 Taman, Sidoarjo.

D. Scope and Limitation of the research

Scope refers to the portion or proportion of the totality (the context) suggested by the research topic and the problem statement that the researcher intends to cover, or will actually cover. The Scope of this research is to find the washback effect either positive or negative for English daily test at the tenth grade in SMA Dharma Wanita 4 Taman, Sidoarjo. Here, the researcher chooses three contexts for analyzing the washback effect, they are: the test, the teacher, and the learner.

Limitation of this research is focused on test item analysis. The research object focuses in the washback effect for English daily test and focuses on the students' and teacher responses, teacher behaviors, and washback effect on what and how teacher teaches, students' behaviors when facing the English daily test, students feeling and perception about English daily test.

E. Significances of the Study

1. For teachers

This study helps the English teachers to know the effect of washback for English daily test either positive or negative which usually made by his/her own self. Therefore, after knowing the result, the teachers can make some considerations for making the

test item and improve the quality of test and give positive washback.

2. For school

The school policy maker can understand more about phenomena of washback effect for students, teacher, and teaching method. This research helps them to take some better decisions in order to get positive washback.

3. For future researchers

This study is beneficial for future researchers who are interested in washback phenomenon. This study can be reference for them and inspire them to conducting the other research related to the washback phenomenon.

F. Definition of key terms

There are some key terms in this research, they are :

1. Test Analysis

Test analysis is the process of looking at something that can be used to drive test information. This basis for the test is called the test basis. The test basis is the information we need in order to start the test analysis and create the test cases¹². In this research, the researcher collected the test sheets of tenth grade at SMA Dharma Wanita 4 Taman, Sidoarjo. After that, the researcher will analyze some categories that are included in washback analysis. Some categories of the rest needed to analyze the washback are list of questions, questions compatibility with students' subject matter, and teachers' feedback.

2. Washback Effect

Washback also known as measurement-driven instruction, it is a common term in applied linguistics referring to the influence of testing on teaching and

¹²H.Douglas Brown.2004. language Assessment Principles and Classroom Practice. Pearson Education, Inc.36

learning. Although most of the educationists and scholars are agreed on the basic definition that ‘washback’ is the influence of test on the classroom practices which can be either beneficial or harmful, yet there is found a variety of definitions indicating slight differences in meaning. Hughes wrote that the effect of testing on teaching and learning is washback¹³. Washback effect refers to test impact of the effects that a test may have on individuals, policies or practices within the classroom, the school, the educational system or society as a whole. In this study washback effect is measured by questionnaire and interview as instrument.

3. English daily test

Test is a specific assessment or a particular form of assessment, for assessment includes test as its subset¹⁴. Test is a process that is administered to measure student’s ability to performance in a particular field in a certain time limit with some specific goals. It generally acts as a gate pass in teaching for students to go ahead in learning¹⁵. English daily test is process that is administered to measure student’s ability to performance in English subject in a certain time limit usually held once or twice in a month with some specific goals.

English daily test intended in this research is the test that usually held for twice or once in a month. Here the researcher collects the example of English daily test sheets for tenth grade at SMA Dharma Wanita 4 Taman, Sidoarjo that have been done by students and has been scored and evaluated by the teacher.

¹³ Anthony Green.2013. Washback in language assessment. International Journal of English Studies,2

¹⁴H.Douglas Brow 2014. Language assessment and classroom practices. Pearson Education, Inc, 3

¹⁵H.Douglas Brow 2014. Language assessment and classroom practices. Pearson Education, Inc, 3

CHAPTER II

REVIEW OF RELATED LITERATURE

The literature in this chapter gives a brief explanation about some theories that support this research. Some previous researches are provided in this chapter as references that complete the theories. The theories are about assessment and testing, kind of assessment, definition of washback, scope/context of washback, positive and negative washback, the function of washback, and the last is dimension of washback.

A. Review of related literature

1. Previous Research

There are some previous researches that used by the researcher for reference. The first is Washback of the foreign language test of the state examinations in Colombia by Norma Barletta Manjarrés University of Arizona-Universidad del Norte. An insight into the test was obtained through an analysis of the official document of the Foreign Language Test of the ICFES examination, available for teachers and interested people through the web site of the ICFES. It contains the general theoretical frame of the teaching of foreign languages in Colombia¹. A review of the legal dispositions makes it clear that since the General Law of Education was issued in 1994, all schools have to teach at least one foreign language, and that this teaching has to aim at developing communicative competence. Special attention is given to Canale and Swain's and Canale definition of communicative competence with the distinction between grammatical, sociolinguistic, discursive and strategic competences. However, the concept of communicative competence was made operative through the notions of linguistic and pragmatic competences. However, only linguistic

¹Norma Barletta. Washback of the foreign language test of the state examinations in Colombia. University of Arizona-Universidad del Norte Arizona Working Papers in SLAT – Vol. 12

competence with its three sub competencies grammatical competence, textual competence and textual coherence that included in the obligatory test all the students have to take². The test includes 35 multiple-choice questions, distributed in seven different types of tasks or ‘contexts of evaluation’. In general, the questions in the examination range from those that test basic knowledge of vocabulary and grammar to those task for general understanding of short simplified texts, as well as inference making of specific passages. The test still has a considerable focus on form. Sometimes it is possible to answer a question without fully understanding the meaning or the context where the language is used. Some items ask for understanding beyond sentence level, but the larger discourse is never longer than one paragraph of non-authentic language. Pragmatic competence is not tested³. The similarity between Norma Barletta’s research and my research is the context of washback which chosen “analysis of the official document of the Foreign Language Test of the ICFES examination”. Norma research is a qualitative research. The differences are the subject of the research, Norma analyzed university students and the researcher analyzed senior high school students. She analyzed state examination and the researcher here analyzed English daily test. And for analyzing official document of test I do not only focus on the type

²Norma Barletta. Washback of the foreign language test of the state examinations in Colombia. University of Arizona-Universidad del Norte Arizona Working Papers in SLAT – Vol. 12

³Norma Barletta. Washback of the foreign language test of the state examinations in Colombia. University of Arizona-Universidad del Norte Arizona Working Papers in SLAT – Vol. 12

The second is Investigating the washback effect of the Pakistant intermediate English examination. AsmaAttab, Sabeen Qureshi and Isabel William. In this study there is the negative washback from the intermediate examination. The result of this study clearly indicated that the teachers are teaching toward the examination and their teaching appears to be directly influenced by the assessment procedures⁴. The teacher's perception of the intermediate examination as high stake affects their teaching practices as they focus on examination related activities to help students score better, but research suggest that such practices my increase test scores without necessarily increasing understanding⁵. The similarity between Asma research and this research is about the context of washback "teacher" including teachers are teaching toward the examination and their teaching appears to be directly influenced by the assessment procedures and the teacher's perception of the intermediate examination as high stake affects their teaching practices. The differences are the kind of test, she used Intermediate English examination and this research used English daily test. She only focused on how washback effect for the teacher and did not categorize the dimension of washbcak either it positive or negative, and the researcher here focused on three contexts "the test, the teacher, and the student".

The last is an exploratory study of TOEFL students as evaluators of washback to the learner by Jessica Reynolds , The University of Queensland. Findings indicated that TOEFL's washback on students' learning left them doubtful as to whether TOEFL preparation and ELL were simultaneous or contradictory processes. The pressure students were under to achieve a certain TOEFL score, their previous TOEFL experience and differing language

⁴Asma Aftab.2014. Investigating the washback effect of the Pakistant intermediate English examination. International journal of English and literature, vol 5(7). 149-154

⁵Asma Aftab.2014. Investigating the washback effect of the Pakistant intermediate English examination. International journal of English and literature, vol 5(7). 149-154

levels also contributed to their perceptions of positive and negative washback in their TOEFL preparation courses. Moreover, contextual factors, such as TOEFL teachers' interaction with students, student investment in their learning and student biases functioned as effectors of washback for students in this context⁶. The similarities between Jessica's research and this research are the subject of our research "senior high school students" and the context that analyze about the washback effect for learners. The difference is about research design, Jessica's research used exploratory research and this research use qualitative research. In that research Jessica did not explain learner perception of feeling that can be influence the result either the test was simultaneous or contradictory processes.

B. Literature Review

1. Assessment and Testing

Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance. Written work-from a jotted-down phrase to a formal essay is performance that ultimately is assessed by self, teacher, and possibly other students. A good teacher never ceases to assess students, whether those assessments are incidental or intended⁷. Assessment helps the teacher to know the students ability, improvement, and achievement during teaching learning processes. Assessment not only intended just like giving some tasks to learners in order to know the measurement of things which the teacher need to assess , the teacher can also make an incidental assessment based from an observation about students' behavior, or their responses in the class.

⁶Jessica Reynolds. 2010. An exploratory study of TOEFL students as evaluators of washback to the learner. (TESOL Studies), The University of Queensland

⁷ Glenn Fulcher, Fred Davidson.2007. Language Testing and Assessment. Routledge.24

Language testing both serves and is served by research in language acquisition and language teaching. Language tests, for example, are frequently used as criterion measures of language abilities in second language acquisition research. Similarly, language tests can be valuable sources of information about the effectiveness of learning and teaching⁸. Language teachers intentionally use tests to help diagnose student strength and weaknesses, to assess student progress, and to assist in evaluating student achievement. Language tests are also used as sources of information in evaluating the effectiveness of different approaches to language teaching. From the explanation above, we can conclude that a test is definitely an assessment, but an assessment is not always about the test. An assessment has a wider area than a test, it because a test is one of the kind of an assessment.

2. Kind of assessment

Assessing students' performance is one of the most essential duties of teachers. Yet, many teachers report that they do not feel adequately prepared for this task. Teachers often believe that they need remediation or assistance in applying assessment concepts and techniques, as well as making assessment-related decisions. Research has shown that teachers lack essential assessment skills while administrators have low levels of assessment literacy. This assessment illiteracy has an effect of giving false results to the students, thereby, preventing them from reaching their full potential⁹.

In the classrooms, teachers/instructors use assessments mainly for three purposes: diagnostic, formative and summative. Diagnostic, or pre-assessments, usually come before instruction. Instructors use it to check their

⁸Glenn Fulcher, Fred Davidson.2007. Language Testing and Assessment. Routledge.24-25

⁹Esma Şenel.2011. The washback effect of testing on students' learning in EFL writing classes. TemmuzBirsenTütüniş. 49

students' previous knowledge and skills. It tells the teachers how to plan the course in advance. In this case, no grades are given because of the diagnostic nature of the tests¹⁰. Summative assessment, on the other hand, summarizes what students learned at the end of a course. Good examples of summative assessments are final exams, essays and performances. Grades or scores are given. Unfortunately, summative assessments or assessment of learning is widespread and is still used in secondary education and at a number of higher education institutions. Studies have shown that this type of assessment, when used alone, is not enough to enhance student learning. This is simply because waiting until the end of a course to figure out how well students have learned is too late to help them improve the way they learn. The third type is formative assessment. This occurs alongside instruction and serves to provide feedback to teachers and students. It serves the purpose of guiding teachers and learners. Examples of this type of assessments are: nongraded quizzes, teacher observation, oral questioning and essay drafting in addition to self-and peer-assessment. According to Black & Wiliam, assessment for learning, results in effective teaching, as they should go in line with each other¹¹.

In conclusion, there kind of assessment are related each other. An assessment which usually held in the beginning of course or before teaching learning activity begins is called diagnostic assessment. The commonly example of this test is new admission test for learners. During teaching and learning activity, teacher can measure the improvement which happens in the class through formative assessment. As explained before the improvement can be seen from intended formative

¹⁰Esma Şenel.2011. The washback effect of testing on students' learning in EFL writing classes. TemmuzBirsenTütüniş. 49

¹¹Esma Şenel.2011. The washback effect of testing on students' learning in EFL writing classes. TemmuzBirsenTütüniş. 49

assessment from the tasks and accidental formative assessment from teacher's observation. The last kind of assessment is summative assessment which usually held in the end of teaching learning processes such as final test.

3. Definition of Washback

There are many experts who state the definition of washback. Alderson & Wall said that washback compels "teachers and learners to do things they would not necessarily otherwise do because of the test"¹². Messick described washback as "the extent to which the introduction and the use of a test influences language and teachers to do things they would not otherwise do that promote or inhibit language learning"¹³. Bailey states the definition of washback as simple as possible, he said that washback is the influence of testing on teaching and learning"¹⁴. Washback can be visible from an examination of any kind of tests. What happens before and after the test is important because it gives a contribution about what the effect of washback to the teaching and learning activity.

According to the next expert Shohamy, he said that washback is delineated as "the connections between testing and learning"¹⁵. Pearson explained another definition of washback from the boarder view, he said Public examinations influence the attitudes, behaviours, and motivation of teachers, learners, and parents, and because examinations often come at the end of a course, this influence is seen working in a backward direction, hence

¹² Yi-Ching Pan. 2009. A review of washback and its pedagogical implications. VNU Journal of Science, Foreign Languages 25. 258

¹³ Yi-Ching Pan. 2009. A review of washback and its pedagogical implications. VNU Journal of Science, Foreign Languages 25. 258-259

¹⁴ Yi-Ching Pan. 2009. A review of washback and its pedagogical implications. VNU Journal of Science, Foreign Languages 25. 258-259

¹⁵ Yi-Ching Pan. 2009. A review of washback and its pedagogical implications. VNU Journal of Science, Foreign Languages 25. 259

the term of washback”¹⁶. The last is definition from Cheng, he said washback indicates an intended or unintended (accidental) direction and function of curriculum change on aspects of teaching and learning by means of a change of public examinations”¹⁷. Based on the definitions above about washback, the researcher can conclude that washback is how the test influences to some contexts which related with teaching and learning activity. The area of context comes from the smallest until the largest unit such as how the test influences learners, teachers, school policy maker, parents, and society.

4. Scope/context of Washback

Alderson and Wall’s hypothesis on washback effect, indeed, laid the foundation for the currently ongoing discussion in this field. To specify the phenomenon, they posed 15 possible hypothesis:

- a) A test will influence teaching.
- b) A test will influence learning.
- c) A test will influence what teachers teach.
- d) A test will influence how teachers teach.
- f) A test will influence what learners learn.
- g) A test will influence how learners learn.
- h) A test will influence the sequence of teaching.
- i) A test will influence the sequence of learning.
- j) A test will influence the degree of teaching.
- k) A test will influence the degree of learning.
- l) A test will influence attitudes to the content,method
- m) Test that have important consequences will have washback

¹⁶ Yi-Ching Pan. 2009. A review of washback and its pedagogical implications. VNU Journal of Science, Foreign Languages 25. 258

¹⁷ Yi-Ching Pan. 2009. A review of washback and its pedagogical implications. VNU Journal of Science, Foreign Languages 25. 258

- n) Tests that do not have important consequences will have no washback
- o) Tests will have washback on all learners and teachers.
- p) Tests will have washback effects for some learners and some teachers¹⁸.

Alderson recognized washback as a distinct and emerging area within the field of language testing. Washback is rooted in the notion that tests or examinations can and should drive teaching, and hence learning, and is also referred to as measurement driven instruction. Popham and Pearson asserted that examinations influence the attitudes, behaviors and motivation of teachers, learners and parents, and because examinations often come at the end of a course, this influence is seen working in a backward direction¹⁹, hence the term washback. Cheng claimed that washback is an intended or intended direction and function of curriculum change on aspects of teaching and learning by means of a change in public examinations'. This definition covers more aspect than merely teaching and learning as advocated by most of the researchers. It focuses on the change of curriculum in the wake of teaching and learning styles²⁰.

Biggs uses the term 'backwash' to refer to the fact that testing drives not only the curriculum, but teaching methods and students' approaches to learning. Andrews, Fullilove, and Wong state that the

¹⁸MatiullahJaan. 2013. Examination WashbackOver Learning And Teaching. Journal of Education and Practice ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.4, No.26,63

¹⁹Anthony Green.2013. Washback in language assessment. International Journal of English Studies.14

²⁰ Anthony Green.2013. Washback in language assessment. International Journal of English Studies.14

term ‘washback’ is used to refer to the effects of tests on teaching and learning, the educational system and the various stakeholders in the education process²¹. There seems to be at least two major types or areas of washback or backwash studies those relating to traditional, multiple-choice, large-scale test, which are perceived to have mainly negative influences on the quality of teaching and learning and those studies where a specific test or examination has been modified and improved (e.g, performance-based assessment), in order to exert a positive influence on teaching and learning²².

Washback can be defined into two major perspective, the difference is that of the impact of washback on micro and macro levels. At micro level, the influences of test can be seen within the classroom; to the extent a test influences teaching methodology by the teacher and learning strategy by the learners. At macro level, the influence of test can be gauged from the point of view of program, curriculum, institutions, administration, test developers, counselors and parents.

A number of research studies have been conducted to investigate the phenomenon of washback and explore how it affects to various stake holder. This washback analysis on English daily examination, the researcher wants to know the effect of test in teaching and learning activity. There are three contexts in this washback analysis. The first is about the test itself including “model of the test, and feedback on the test”. The second is about the teacher. The last is about

²¹Anthony Green.2013. Washback in language assessment. International Journal of English Studies.16

²² Anthony Green.2013. Washback in language assessment. International Journal of English Studies.16

the learner. Alderson and Wall said that the study of a washback phenomenon is always interesting. It is because washback is a complex phenomenon. Besides, they assume that teachers and learners do things they will not necessarily otherwise do because of the test²³.

The first context in this washback analysis is the test including “model of the test, and feedback on the test”. Test design is the starting point for encouraging behaviors that are compatible with the aims of the test. Provision of feedback on test performance with suggestions on ways of developing targeted skills can also help teachers to focus on developing these abilities in their students.

The second is the teacher, here the researcher wants to analyze the washback effect on what the teachers’ teach, how teachers’ teach, some teachers believe that tests can exert a powerful influence on teaching, and may be harnessed to raise standards of teaching and learning. Thus ‘measurement-driven instruction has the hope and expectation that testing will shape and pull teachers practices in desirable ways and ‘motivate teachers to improve their teaching²⁴. Others have observed that examinations have negative effects on the curriculum taught on problem-solving skill or on time spent teaching. There are examples from around the world of success and failure in the use of tests to raise standards of teaching.²⁵

²³ Alderson, J.C. & Wall, D. (1993). Does washback exist? *Applied Linguistics*, 14 (2), 123

²⁴ Glover, P. (2014). Do language examinations influence how teachers teach? *International Online Journal of Education and Teaching (IOJET)*, 1(3). 197

²⁵ Glover, P. (2014). Do language examinations influence how teachers teach? *International Online Journal of Education and Teaching (IOJET)*, 1(3). 197

The third is the learner. There are some aspects about the learner that will be analyzed in this study. The aspects are learners or students reaction for English daily test, self concept, self assessment, and students learning outcome.

5. Washback effects in this study

a. English daily test

The first context in this washback analysis is the test including “model of the test, and feedback on the test”. Test design is the starting point for encouraging behaviors that are compatible with the aims of the test. Provision of feedback on test performance with suggestions on ways of developing targeted skills can also help teachers to focus on developing these abilities in their students.

Washback includes the effects of an assessment on teaching and learning prior to the assessment itself, that is, on preparation for the assessment. Informal performance assessment is by nature more likely to have built in washback effects because the teacher is usually providing interactive feedback. Formal tests can also have positive washback, but they provide no washback if the students receive a simple letter grade or a single overall numerical score²⁶. Tests induce teachers to cover their subjects more thoroughly, making them complete their syllabi within the prescribed time limits²⁷. Here the researcher not only focused on

²⁶H.Douglas Brown.2004. language Assessment Principles and Classroom Practice. Pearson Education, Inc.29

²⁷MatiullahJaen. 2013. Examination WashbackOver Learning And Teaching. Journal of Education and Practice ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.4, No.26,65

feedback which made by the teacher for the students at the tenth grade in SMA Dharma wanita 4, Taman, Sidoarjo, but also tried to analyze the questions of English daily through Syllabi for students' Learning. The content of students learning material and the basic competencies from k13 Syllabi becomes the reference for the researcher to analyze the example of English daily test in SMA Dharma Wanita 4, Taman, Sidoarjo.

The quality of the test becomes one of point which need on washback effect analysis. As explained before that washback induces the effects of an assessment on teaching and learning activity. A good test will provide a feedback and a feedback automatically will give a good affect both for the teachers and learners.

b. Washback effect based on attitudes, responses, and feeling.

Hughes asserted on the washback effect can bring on the participants, process and products of teaching and learning. He said that: The tracheotomy into participants, process and product allows us to construct a basic model of backwash (washback). The nature of a test may first affect the perceptions, attitudes, and responses of the participants towards their teaching and learning tasks. It can be categorized as positive washback if the test gives a good affection towards teaching and learning. The perceptions and attitudes in turn may affect what the participants do in carrying out their work (process), including practicing the kind of items that are to be found in the test, which will affect the learning outcomes, the product of the work. The feeling through process includes 'any action taken by the participants which may contribute

to the process of learning'. And, the product includes 'what is learnt and the quality of learning.'²⁸

The participants to be influenced by washback effect are recognized as language testers, teacher trainers, teachers, learners, parents, counselors, administrators, material developers, curriculum designers sponsors and funding bodies, government bodies, the public, various national and international examination authorities, 'all of whose perceptions and attitudes towards their work maybe affected by a test'.²⁹ As the researcher explained before this washback effect analysis only focused on teachers and learners perception, behavior and attitudes towards English daily test, so the participants that may be influenced by washback effect such as parents, counselors, administrators, curriculum designer sponsors and funding bodies, government bodies, and others are not discussed in this research.

Based on context chosen by the researcher about washback effect to the teacher and learners, the way to know how the washback happens to classroom practice is by analyzing the attitudes, response, and feeling of the classroom participant. Here, the researcher divide into some parts. The first is about student's teacher's responses to English daily test and the second is students' behaviors when facing the English daily test, students feeling and perception about English daily test.

c. Washback effect on what and how teacher teach

²⁸MatiullahJaan. 2013. Examination WashbackOver Learning And Teaching. Journal of Education and Practice ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.4, No.26,64

²⁹MatiullahJaan. 2013. Examination WashbackOver Learning And Teaching. Journal of Education and Practice ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.4, No.26,65

Washback affects differently to its stakeholders. The major impact receivers however, are recognized as teacher and learners. Whereas, teaching and learning change with the thought of testing. Shohamey reported in her study different changes taking place in classroom instructions as the exams drew nearer. Some extra sessions were added to the class instructions hours to review thoroughly the material already covered. The students were motivated by the teacher to have mastery on the exam material. The teachers' strategy is also reported to change with the idea of examination. Pan said good tests can be utilized and designed as beneficial teaching-learning activities so as to encourage positive teaching-learning processes.³⁰ Alderson and Hamp-Lyons found negative attitudes to examination teaching, with teachers complaining that teaching became 'boring and fragmentary', resenting time pressure.³¹

Evidence of washback on attitudes has also been found, often as a conflict between how teachers would like to teach and how they feel they are forced to teach for examinations.³² Prodromou claims that 'sound teaching practices are often sacrificed in an anxious attempt to 'cover' the examination syllabus, and to keep ahead of the competition'.³³ Research into washback on how teachers teach is more complex than that for what teachers teach and for attitudes. There

³⁰Matiullah Jaan. 2013. Examination Washback Over Learning And Teaching. Journal of Education and Practice ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.4, No.26,65-66

³¹Glover, P. (2014). Do language examinations influence how teachers teach? International Online Journal of Education and Teaching (IOJET), 1(3). 198

³² Glover, P. (2014). Do language examinations influence how teachers teach? International Online Journal of Education and Teaching (IOJET), 1(3). 198

³³ Glover, P. (2014). Do language examinations influence how teachers teach? International Online Journal of Education and Teaching (IOJET), 1(3). 198

seems to be a conflict between on the one hand Bachman and Palmer claims that ‘most teachers are familiar with the amount of influence testing can have on their instruction’³⁴ or that ‘there is a general consensus that high- stakes tests produce strong washback.

6. Positive and Negative Washback

Washback operates differently in different situations. In itself, washback is a neutral term which can infer positively or negatively on the stakeholders³⁵. Bailey said, ‘Washback can either be positive or negative to the extent that it either promotes or impedes the accomplishment of educational goals held by learners and/or program personnel. Tests have their effects on the stakeholders which related about teaching and learning, there is no doubt in it, yet what is the direction of these effects and how much influential these effects are, is still hard to trace³⁶. Alderson and Wall indicated that if teachers use tests to make their students pay more attention to learning, it is positive influence of testing. If the teachers narrow curriculum to make their students sharper on the exams, it will be a negative influence of testing on the students learning³⁷. As I said in the background before, I find the evidence about the pressure to improve students’ test score

³⁴ Glover, P. (2014). Do language examinations influence how teachers teach? *International Online Journal of Education and Teaching (IOJET)*, 1(3). 198

³⁵ Matiullah Jaan. 2013. Examination Washback Over Learning And Teaching. *Journal of Education and Practice* ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.4, No.26,64

³⁶ Matiullah Jaan. 2013. Examination Washback Over Learning And Teaching. *Journal of Education and Practice* ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.4, No.26,64

³⁷ Matiullah Jaan. 2013. Examination Washback Over Learning And Teaching. *Journal of Education and Practice* ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.4, No.26,64

make the teacher neglected the material or made the questions that is not convenient with the content of learning, it also will be a negative influence of testing to the learners. Alderson and Wall asserted that, If there were no conflicts in the aims, activities, or the marking criteria of the textbook and the exam, and if teachers accepted these and worked towards them, then a positive washback could be assumed to have occurred. Pan summarized the positive washback effect in the following points³⁸:

- Tests induce teachers to cover their subjects more thoroughly, making them complete their syllabi within the prescribed time limits.
- Tests motivate students to work harder to have a sense of accomplishment and thus enhance learning.
- Good tests can be utilized and designed as beneficial teaching-learning activities so as to encourage positive teaching-learning processes.

Shohamey indicated some conditions which can promote negative washback. When tests are introduced as authoritative tools, judgemental, prescriptive, and dictated from above, when the writing of tests does not involve those who are expected to carry out the change the teachers; and when the information tests provide is not detailed and specific and does not contain meaningful feedback and diagnosis that can be used for repair, it is difficult to expect that tests will lead to meaningful improvement in learning³⁹. Anderson, et al mentioned the habit of rote memorization in learners as a negative

³⁸MatiullahJaana. 2013. Examination WashbackOver Learning And Teaching. Journal of Education and Practice ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.4, No.26,64-65

³⁹MatiullahJaana. 2013. Examination WashbackOver Learning And Teaching. Journal of Education and Practice ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.4, No.26,65

washback effect⁴⁰. Drawing on the possibility of negative washback effect, Alderson and Wall wrote that there was always a possibility that the exam and the textbook would be pulling in different direction the most obvious danger was that teachers might concentrate on reading and writing rather than listening and speaking, since the oral skills were not to be tested. Making the test for the students is not an easy thing. The teacher should divide the questions and put the skills of English language on the test equally. There were several other ways in which the examination could work against the textbook if it did not reflect the goals as fully as it should have. This would constitute negative washback⁴¹. The following summarized hints, however, were forwarded by Pan to indicate negative washback effect:

- Tests encourage teachers to narrow the curriculum and lose instructional time, leading to “teaching to the test.”
- Tests bring anxiety both to teachers and students and distort their performance.
- Students may not be able to learn real-life knowledge, but instead learn discrete points of knowledge that are tested.
- Cramming will lead students to have a negative washback toward tests and accordingly alter their learning motivation.

⁴⁰MatiullahJaana. 2013. Examination WashbackOver Learning And Teaching. Journal of Education and Practice ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.4, No.26,65-66

⁴¹MatiullahJaana. 2013. Examination WashbackOver Learning And Teaching. Journal of Education and Practice ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.4, No.26,66

Positive washback induces meaningful and effective learning activities in classroom. The teachers will focus on completing the syllabus. The learners will feel incentive in a thorough learning of all language skills. On the higher level educational settings, the school authority will use testing to achieve educational goals. But it will turn to negative washback effect if the authority uses these tests to get power and create anxiety among school stall and students.

7. The function of Washback

Washback or backwash here refers to the influence of testing on teaching and learning. The concept is rooted in the notion that tests or examinations can and should drive teaching, and hence learning, and is also referred to as measurement driven instruction⁴².

Bailey cites Hughes' trichotomy to show washback function in actual contexts of teaching and learning. Hughes claimed that three aspects of backwash are needed to be explained. Hughes stated that a model of backwash can be constructed through the trichotomy of participants, process and product. He believes that, first of all, the nature of a test influences the perceptions and attitudes of the participants towards their teaching and learning activities. These perceptions and attitudes also influence what the participants do to carry out their work (process), including practicing the kind of items available in the test, which influence the learning outcomes (product)⁴³. Washback will give a great evaluation from the test and some aspects that related with teaching and learning. From the result of washback, the teacher will know what he or she need and do not need to do for the further test.

⁴² Alderson, J.C. & Wall, D. (1993). Does washback exist? *Applied Linguistics*, 14 (2), 123

⁴³ Spratt, M.2005. Washback and the classroom: the implications for teaching and learning of studies ofwashback from exams. *Language Teaching Research*

8. Dimensions of washback

Watanabe conceptualized washback on the following dimensions, each of which represents one of the various aspects of its nature.

There are some dimension that asserted by Watanabe:

- a. *Specificity*. Washback may be general or specific. General washback means a type of effect that may be produced by any test. For example, there is a test motivates students to study harder after doing the test, washback here relates to any type of exam, hence, general washback. Specific washback refers to a type of washback that relates to only one specific aspect of a test or one specific test type. For example, in the English test there are some components and one of it is listening. After knowing the result of the test, students and the teachers emphasize to learn and teach focus on listening aspect than another aspects such as speaking, writing, and reading.⁴⁴
- b. *Intensity*. Washback may be strong or weak. If the test has a strong effect, then it will determine everything that happens in the classroom, and lead all teachers to teach in the same way toward the exams. On the other hand, if a test has a weak effect, then it will affect only a part of the classroom events, or only some teachers and students, but not others.⁴⁵

⁴⁴Liyong Cheng, Yoshinori J. Watanabe, with Andy Curtis.2004. Washback in language testing : research contents and methods. Mahwah, New Jersey, London Lawrence Erlbaum Associates, Inc. P 20

⁴⁵Liyong Cheng, Yoshinori J. Watanabe, with Andy Curtis.2004. Washback in language testing : research contents and methods. Mahwah, New Jersey, London Lawrence Erlbaum Associates, Inc. P 20

- c. *Length.* Kind of lengths are short term washback and long term washback. Short term washback means the influence of an entrance examination is present only while the test takers are preparing for the test, and the influence disappears after entering the institution. However, long-term washback means the influence of entrance exams on students continues after they enter the institution.⁴⁶
- d. *Intentionality.* Messick implied that there is unintended as well as intended washback. The McNamara also holds a similar view, stating that “High priority needs to be given to the collection of evidence about the intended and unintended effects of assessments on the ways teachers and students spend their time and think about the goals of education. Unintended and intended washback can be seen from social consequences of test about teaching and learning⁴⁷”
- e. *Value.* Examination washback may be positive or negative. Because it is not conceivable that the test writers intend to cause negative washback, intended washback may normally be associated with positive washback, while unintended washback is related to both negative and positive washback. The distinction between positive

⁴⁶Liyng Cheng, Yoshinori J. Watanabe, with Andy Curtis.2004. Washback in language testing : research contents and methods. Mahwah, New Jersey, London Lawrence Erlbaum Associates, Inc. P 20-21

⁴⁷Liyng Cheng, Yoshinori J. Watanabe, with Andy Curtis.2004. Washback in language testing : research contents and methods. Mahwah, New Jersey, London Lawrence Erlbaum Associates, Inc. P 21

and negative could usefully be made only by referring to the audience. In other words, researchers need to be ready to answer the question, “who the evaluation is for”. For example, one type of outcome may be evaluated as being positive by teachers, whereas the same outcome may be judged to be negative by school principals. Thus, it is important to identify the evaluator when it comes to passing value judgment⁴⁸.

The researcher should decide what context that will be evaluate in order to know the area which going to be analyzed. For example, in this research the researcher chooses three contexts for analyzing washback (the test, the teacher, and the learner). Dimension of washback here can help the researcher to determine what aspect or context of washback, identifying the collects data, and decide the result either the test gives the positive or negative washback.

⁴⁸Liyong Cheng, Yoshinori J. Watanabe, with Andy Curtis.2004. Washback in language testing : research contents and methods. Mahwah, New Jersey, London Lawrence Erlbaum Associates, Inc. P 21

CHAPTER III

REREARCH METHOD

This chapter presents the method that used in this study. It consists of research design, Subject of the research, data collections techniques, the instrument,data analysis techniques, research stages

A. Research Design

This research study is qualitative research. Lichtman defines qualitative research as a way for a researcher to gather, organize, and interpret information obtained from humans by using their eyes and ears as filters. Ary, Jacobs, and Sorensen state that by using qualitative research, a researcher is able to look for the understanding of the phenomenon by emphasizing on the holistic picture¹. It does not rely heavily on hypothesis testing, cause and effect, and statistical data. Lichtman says that the researcher plays an important role in qualitative research.

A qualitative researcher uses his or her eyes to collect and gather the data and information. Ary, *et al* said that qualitative research aims to get a full and in depth understanding of a picture. In addition, Lichman point out the goal of qualitative research is to understand and interpret social interaction². Furthermore, qualitative research assists the researcher to investigate what washback phenomenon occurs and how it occurs. Thus, the researcher uses qualitative research in this study.

The researcher has chosen four techniques of data collection that appropriate for qualitative research. The data collection techniques are documentation, observation, interview, and questionnaire.

¹Ary, D., Jacobs, L. C. & Sorensen, C. 2010. Introduction to research in education (8th ed). California: Wadsworth

²Ary, D., Jacobs, L. C. & Sorensen, C. 2010. Introduction to research in education (8th ed). California: Wadsworth

B. Subject of Research

The research conducted at SMA Dharma Wanita 4 Taman, Sidoarjo academic year 2017-2018. It is located at Jl. Kalijaten Timur Taman, Sidoarjo, East Java. There are 2 classes from tenth grades, one class of science, and one class of social.

The subjects in this research are the students of Grade X social at SMA Dharma Wanita 4 Taman, Sidoarjo that consist of 2 classes. While the objects of this research are the question of daily examination in English Subject of Grade X social at SMA Dharma Wanita 4 Taman.

C. Data Collection Technique

This qualitative research needs the data to support the investigation, so collecting data is one of the most important steps when doing a research..

There are some techniques of data collecting used, they are:

1. Documentation

The first technique is documentation. Documentation is the evidence provided for information and ideas borrowed from others. Documentation here selected to get the questions of daily Examination in English Subject of Grade X SMA Dharma Wanita 4 Taman, Sidoarjo with answer keys and the answer of all students in grade X.

2. Observation

Observation is a basis method for obtaining data in qualitative research and is more than just hanging out” they further explained that observation used in qualitative research is more global instead of systematic and structured observation³. The observation aims to complete the description of behavior in specific setting. The researcher observes the behavior of school inhabitant in specific setting (X SMA Dharma Wanita 4 Taman Sidoarjo). Then

³Ary,D.,Jacobs,L.C...(2010). Introduction to research in education 8th edition. California: Wadsworth, 431

the researcher also can go to the classroom and observes what happen in the classroom after English daily test. Furthermore, the researcher can collect direct communication to the school inhabitant and obtain some necessary detail information.

3. Interview

Interview is one of the most widely used and basic method for obtaining qualitative data. The interviews will do with the students and the English teacher. The interview transcripts, field note and results of the interview were used to support the finding of the field problems. Here, the interview transcripts are used to give clear description about the students' and teacher responses, teacher behaviors, and washback effect on what and how teacher teach⁴.

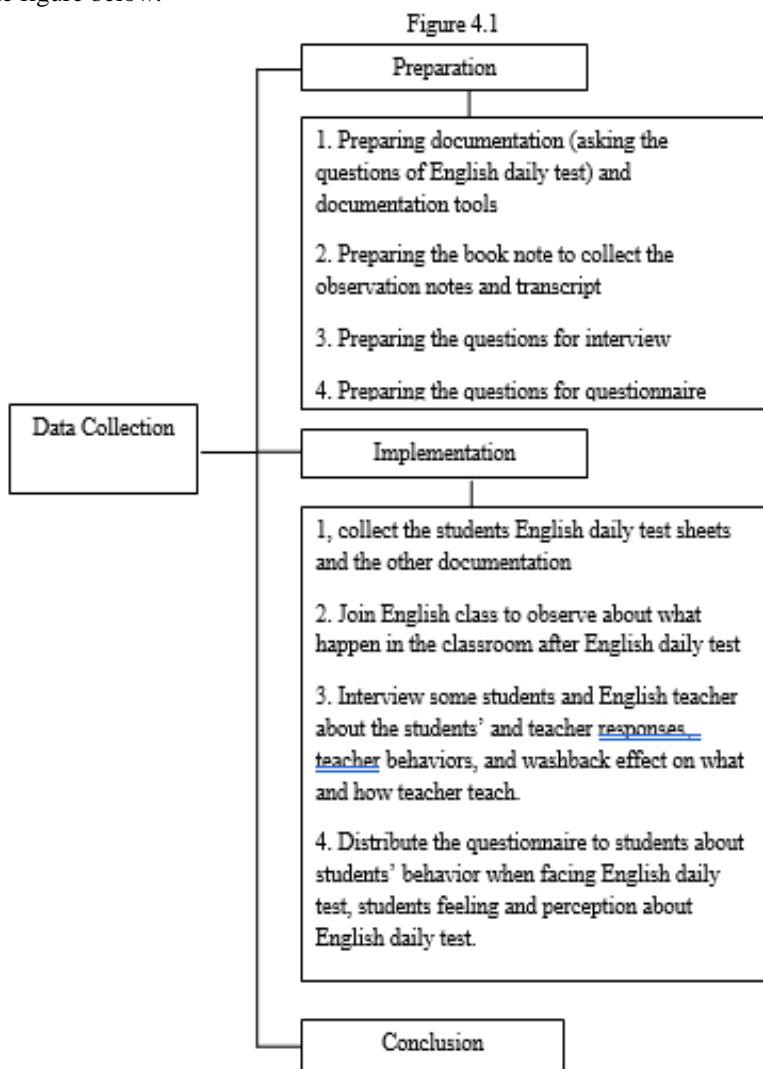
4. Questionnaire

Questionnaire deals with a number of relevant questions that should be answered by the students. "A questionnaire is set of written questions to find out information from respondents about the respondent's condition or something that they know⁵. The questionnaire function of this research is to collect and know the washback effect in the context of students. Here, the questionnaire transcripts are used to give clear description about students' behaviors when facing the English daily test, students feeling and perception about English daily test.

⁴Ary,D.,Jacobs,L.C...(2010). Introduction to research in education 8th edition. California: Wadsworth, 438

⁵Arikunto, S. 2013. *Prosedur Penelitian : Suatu Pendekatan praktek*. Jakarta: PT.Rineka Cipta, P.194

There are three procedures in this research, as we can see from the figure below.



D. The Instrument

The instruments consisted of several documents. According to Burns documents in qualitative research are relevant to the research questions which can include student written works, student records and profiles, course overviews, lesson plans, and classroom materials⁶.

In order to gain the valid data on washback analysis, some instruments were used. They are questionnaire sheet, observation guideline, field note, an in-depth interview guideline. To collect all the data, a camera and a recorder are utilized to record the interview and examination process in the class.

E. Data Analysis Technique

1. Analyzing the document

After collecting the questions for English daily test for tenth grade at SMA Dharma Wanita 4 Taman, Sidoarjo, the researcher analyzes some aspects such as model of the test, syllabus, and feedback on the test.

2. Analyzing the Observation

After collecting the data about the students' and teacher responses, teacher behaviors, and washback effect on what and how teacher teach, the researcher analyzes it based on steps to analyze the observation.

Steps to analyze the observation are:

- Understand the contents of the form report, content, and linguistic
- Describe in detail or detail the main contents of the report
- Give a view or opinion to the report based on the theory

⁶Burns, A. 1999. Collaborative Action Research for English Language Teachers. Cambridge: Cambridge Press.

3. Analyzing the interview

The first step is collecting all the data such as the interview transcripts and field notes. The transcript and field notes are about students' feeling before, during, and after the researcher gives the treatment. The second step is data reduction. In this step, the researcher transforms the data by summarizing or paraphrasing the interview transcripts and field notes. The next step is data display. Data display of this research is in the form of text, field notes, and interview transcripts. Then, the last step is making conclusion (drawing and verification).

4. Analyzing the questionnaire

The researcher uses some questions in two questionnaires in order to give clear description about students' behaviors when facing the English daily test, students feeling and perception about English daily test. In the end, the data analyzed by collecting all of the answers and making conclusion whether English daily test gives a positive or negative washback.

In qualitative research there are three data analysis techniques-organizing and familiarizing data, coding and reducing, and interpreting and representing⁷. The first stage is organizing and familiarizing data aimed to ease the retrieved data. Since the data in this study obtain from observation, interview, and questionnaire, initially the researcher collected the notes from the observation about what actually happens in the classroom after daily test in general such as reviewing activity between the teacher and students about questions or material in English daily test. The transcription from the interviews and questionnaires data about the students' and teacher responses, teacher behaviors, washback effect on what and how teacher teach, and students' behavior when facing English daily test. To become familiar with the data, the researcher should

⁷Ary,D.,Jacobs,L.C...(2010). Introduction to research in education 8th edition. California: Wadsworth, 442

familiarize themselves with the data through reading and rereading the observations notes and transcripts. Then, the researcher should make the complete list data sources and organize the data based on the list.

The second stage is coding and reducing. Ary, *et al* says that this stage is the core of qualitative research. He points out the coding aims to recognize the similarities and differences in the data by breaking apart and rearrange into categories. He continues to explain that the common approach in the coding is to read and reread all the data and sort them by looking for units of meaning words, phrases, sentences, subjects' ways of thinking, behavior patterns, and events that seem to appear regularly and that seem important⁸. Afterwards, the researcher appears to identify the categories and themes based on the questions in the research protocol. Then, the researcher put the data into the same coding. Note code can represent information that researcher expects to find, and otherwise, the researcher can also reduce the unexpected one. the coding is possibly to be change, or refine as the analysis process continues. The last step in this stage is reviewing the coding to ensure whether they belong to the same coding. Thus, in the end of this stage, the researcher will have code and identify information based on the specific categories and themes⁹. After the researcher has been collecting and reading the data through organizing and familiarizing stage, in the next stage or coding and reducing stage, the researcher has been identifying the similarities and differences from the data from questionnaire based on three categories. The first is about student's positive perception about English daily test, then Student's positive perception about characteristics of English daily test and

⁸Ary,D.,Jacobs,L.C...(2010). Introduction to research in education 8th edition. California: Wadsworth, 443

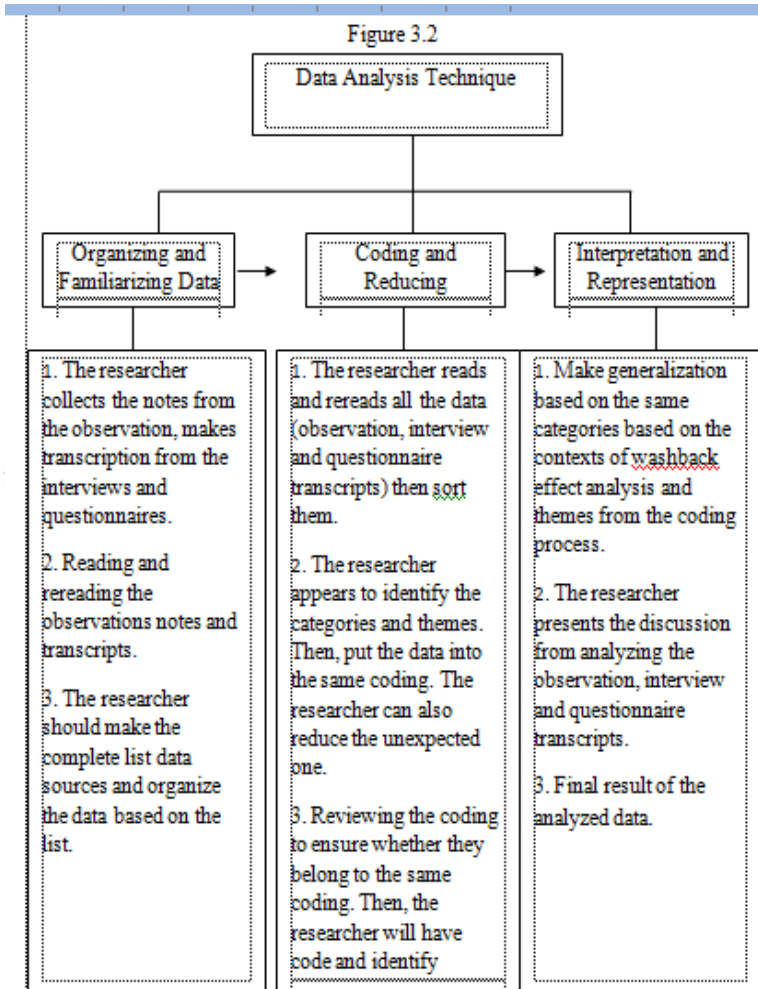
⁹Ary,D.,Jacobs,L.C...(2010). Introduction to research in education 8th edition. California: Wadsworth, 443-444

the result of it, and the last is Students positive behavior and feeling related with English daily test. From the interview data for students teacher responses about English daily test and the effect for what and how the teachers' teach, the researcher has been putting the data which needed to support this study and also has been reducing the unimportant one.

The last stage is interpretation and representation. Interpretation is about bringing out the meaning telling the story, providing an explanation, and developing plausible explanation. The aim in this part is to make generalization based on the same categories and themes from the coding process. In this part, the researcher presents the discussion and analysis deductively after conducting inductive inquiry based on the result of coding. Interpretation is personal and proceeds without set of rules, but it is supported by data, so that it does not mean that it is just figment¹⁰. In this final stage, the data which has been analyzed and categorized based on the contexts that the researcher needed. The researcher has been making the generalization of those categories, then has been presenting the discussion from observation, interview, and questionnaire transcripts analyzing. After all, the final result of washback effect analysis can be presented either it has positive or negative washback effect.

¹⁰ Ary, D., Jacobs, L. C. . . (2010). Introduction to research in education 8th edition. California: Wadsworth, 444

The figure below presents a brief illustration about the data analysis technique in this research.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the findings and discussion of the research. The analyzed data was conducted to answer the research problem presented in chapter 1 about the washback effects of English daily test to students and teacher at the tenth grade in SMA Dharma Wanita 4 Taman, Sidoarjo. Furthermore, the analyzed data is categorized based on the criteria of a washback effect either positive or negative proposed by experts. In order to get the data which needed to know the washback effect of English daily test to students and teacher, the researcher used four techniques to gain the data. Documentation selected to get the questions of daily Examination in English Subject of Grade X SMA Dharma Wanita 4 Taman, Sidoarjo with answer keys and the answer of all students in grade X. Observation used to know about what happen in the classroom after English daily test. To collect the information about the students' and teacher responses, teacher behaviors, and washback effect on what and how teacher teach the researcher used interview. The last, questionnaire transcripts are used to give clear description about students' behaviors when facing the English daily test, students feeling and perception about English daily test. .

A. Research Findings

1. An analysis of washback effect for English daily test

In this stage, the researcher presents the needed data to get the result of the study, through the techniques of collecting data as stated in the research method. The data collected were devoted to answer the research question of how are the washback effects of English daily test to students and teacher at the tenth grade at SMA Dharma Wanita 4 Taman, Sidoarjo academic year 2017-2018. The researcher has conducted the research from 9th - 23rd February 2018. The subjects in this research are the students of Grade X science and social program at SMA Dharma Wanita 4 Taman Sidoarjo that consist of 2 classes, while the objects of this research are the question of daily examination in English Subject of Grade X science and social program. To show the result of this study

conveniently, those findings are categorized based on context related with washback effect analysis.

a. The test

First of all, the researcher collected English daily test sheet done by students at tenth grade. The purpose of English daily test collection is for analyzing the content, and the feedback made by the teacher to the students. Based on some daily test sheets analyzed by the researcher, the result has shown that the material of English daily test is about expressing congratulate and giving gratitude. The teacher produced a feedback for every result of students' English daily test. The teacher did not only give a numerical score for English daily test, but tried to give a beneficial feedback for every student mostly for the students' wrong answer.¹

b. Student's responses to English daily test

The first, the researcher observed the English teaching and learning process in X science and social. Both social and science students just passed English daily test about one week before. Begin with social class was on Friday at the fifth until sixth lesson, and for science class was on Tuesday at third until fourth lesson. The purpose of this observation is to know about what happen in the classroom after English daily test. The researcher tried to identify what is happening in the classroom because of the influence of English daily examination.

In the first meeting both in X social or science, before the teacher started the lesson, the teacher wanted to make an evaluation and asked to their students about their English daily test that just passed. Students' responses were good they started to deliver their opinion about the test and also their difficulties during the test before. The teacher and

¹Result of analyzing English daily test

their students discussed about the test and the teacher tried to give an explanation again about the part in daily test that considered as difficult part for the students. Based on what the researcher had observed, most of the students in social and science class confused about generic structure in narrative text, they said that they found some difficulties to arrange jumble paragraphs that made by their teacher for the test. And the other problem is about distinguish congratulating and expressing gratitude, the students said that sometimes they did not really know the meaning of some example expressions of congratulating and expressing gratitude. In this first meeting, the teacher gave the time for the researcher to introduce herself and approach the students.²

To know the students responses to English daily test, the researcher used semi structured interview. Semi structured interview is an interview that has several key questions which help to define the areas to be explored, but also allow the informant to feel a flexibility to pursue an idea in a response in more detail. This type of interview could help the researcher to get and collect the data about student's perception about English daily test include their response to it, student's preparation before the test, and challenges which faced by them. In each class the researcher selected three students which have different ability based on their score for English daily test.³

Based on the interview data collection from six students, most of the students said that English daily test is very helpful for them, they explained that they used English daily test as reference for their next learning. From the result of English daily test they can know what aspect of English material that they need to improve. Besides, English daily test can make for the

² Result of class observation

³ Result of interview the students

students to prepare themselves before English middle test and final test easier.⁴

The students also explained that English daily test that held at least once in one month can make them familiar with English matters. They admitted that their score for English middle or final test were improve if they relearn the questions or material from their English daily tests.⁵

The preparation which usually students do before the English daily test is learning the English material and grilles which given by their teacher. Grilles here became one of good point that could help the students to identify the material which most likely tested in English daily test.⁶

The common challenges faced by the students are about the unknown vocabularies meaning. As the fact before, students were confused to differentiate between congratulating and expressing gratitude. Even though the students really know the function and the different uses of congratulating and expressing gratitude, they said that they usually find the words that they did not know the meaning and distract their answer to the multiple choice question in English daily test.⁷

c. Teacher's responses to the English daily test

The teacher admitted that English daily test is not only needed but also very important. The teacher showed that English daily test can help them to know

⁴ Result of interview the students

⁵ Result of interview the students

⁶ Result of interview the students

⁷ Ibid

and measure student's ability in more specific area. As we know that the material tested for English daily test only a small part of the whole material that usually they face at middle or final test. From that smaller specific area of English daily test, the result of it helps the teacher easier to analyze what are the students difficulties on the tested material, and solve the problem by re-explaining what material that less understood by the students.⁸

From many result of English daily tests, more and less can help to improve students score. English daily test is also important for teacher evaluation. It can make the teacher to know either the material that given to the students appropriate or not and the method that chosen by teacher is good enough or need some changes and improvement. The teacher explained, the evaluation from the method chosen by the teacher during the teaching learning activities can be seen from the students score for English daily test. If most of the student get the good score it means that the method was appropriate otherwise if the scores are bad the teacher can make some consideration to change the method that more appropriate for the student.⁹

d. Washback effect on what and how teacher teach
Teachers' teaching strategy

- The teacher said that English daily test became one of the influential evaluation to make some revision and good change to what and how teacher teach. The teacher explained after knowing the result of the test she would put emphasis on the integration of the skills, give oral practice will mainly base on

⁸ Result of interview the teacher

⁹ Result of interview the teacher

facilitating discussion among students, and create active participation from students. In the other side, the teacher did not deny that sometimes the strategies and method that has been selected did not give a significant improvement for students' understanding and mastery in their learning.¹⁰

- The teacher said that there is a positive washback on material as well since the teacher adopted a textbook oriented methodology and did not leave anything from the textbook¹¹

Teaching learning strategy

- The teacher felt that their students became dependent on them, expecting them to not only teach the language but also train them successfully to pass the exam.
- The teacher believes that learning strategy should be designed to lead the students to understand the material, and standardize knowledge.
- The teacher used some materials to enable their students to learn. Most of the time, teacher referred to some containing activities or supplementary materials focusing on developing skills needed in students test or exam.
- Teachers talked about the adaption of the teaching materials to secure the objective of current activities.¹²

¹⁰ Result of interview the teacher

¹¹ Result of interview the teacher

¹² Ibid

Teachers' strategy to develop their test

- The teacher relied on the text book materials for their test.
 - The teacher taught that the main tasks is to enable their students to obtain good scores, this prevented the teacher to innovate in making the test.
 - The teacher restricted the use of testing techniques so that the students could acquire the necessary test-taking skills needed to answer successfully the current question.
 - The teacher was unanimous to declare that sometimes she ignored about the systematic procedures that they have to follow the design and develop a useful language test.¹³
- e. Students' behaviors when facing the English daily test, students feeling and perception about English daily test.

After collecting the data through interview with the students and English teacher, the last techniques to collect the data is through questionnaire. The questionnaire transcript just given to students, the questionnaire statements are about students' behaviors when facing English daily test, students feeling and perception about English daily test. There are 30 statements for questionnaire, the researcher categorize it became 3 part. The statements for number 1-10 are about student's perception about English daily test, number 11-20 are about Student's perception about characteristics of English daily test and the result of it, then for number 21-30 are about Students positive behavior and feeling related with English daily test. After analyzing the questionnaire transcript, the

¹³Ibid

researcher concluded the result as can be seen on the table below.

No.	Question about	Total Students	Percentage
1-10	Student's positive perception about English Daily test	64	74%
11-20	Student's positive perception about characteristics of English daily test and the result of it	64	81%
21-30	Students positive behavior and feeling related with English daily test	64	58%

Based on the result of questionnaire above were 74% of students believe that English daily test is important and useful for improving students' understanding about English material. Familiarity with evaluation and assessment helps students establish a direction for learning, become critical of their own progress, plan for assessment in order to perform better, and develop the ability to self assess¹⁴. Most of the students could conclude anything that needs to be learned after English daily test. This fact appropriate with students' response through interview, they said that English daily test that held at least once in one month can make them familiar with English matters¹⁵. Here, the

¹⁴ Ana P. Muñoz, 2009, Colombia Washback of an oral assessment system in the EFL classroom Universidad EAFIT, Colombia, P.6

¹⁵ Result of questionnaire

researcher concludes that between English daily test and English matters are has a strong connection each other. The view of English daily test itself promotes students' practices. There are numerous benefits to the use of English daily test as a learning mechanism.

The characteristic of English daily test and the result of it were good. It based on 81% students agree that the questions of English daily test were appropriate with the material which taught in the class and what they have learned has a good impact on English daily test. After the test, the students always get the result of English daily test score and they were agree that their teacher always give the feedback when correcting the result of English daily test. The role of feedback in learning and elaborate on the ways feedback can be made effective for students' learning. They claim that giving students only grades is not beneficial feedback. For feedback to impact learning, they say, it needs to provide each learner with specific guidance on strengths and weaknesses¹⁶. The feedback is good to provide encouragement for students for being better. It can help to improve students' ability and try to justify students' mistake. giving students only grades is not beneficial feedback. Giving students only grades is not beneficial feedback. In order to make good impact learning from feedback, it needs to provide each learner with specific guidance on strengths and weaknesses.

The last statements are about students' positive behavior and feeling related with English daily test. In every class there are a variety of

¹⁶Ana P. Muñoz, 2009, Colombia Washback of an oral assessment system in the EFL classroom Universidad EAFIT, Colombia, P.6

students' type especially when comes to exam season. For this part only 58% of students agreed that they have a positive behavior and feeling related with English daily test. There are some of them who felt unconfident with their ability to face an English daily test, they also agreed that English daily test have made them nervous and restless. Even though there are some students who felt unconfident, nervous, and restless during English daily test, the result showed that more of them were optimistic within their self to do an English daily test. They also excited and quite calm to face an English daily test¹⁷

To answer the question about how are the washback effects of English daily test to students and teacher at the tenth grade at SMA Dharma Wanita 4 Taman, the researcher categorize the data that has been collected based on dimensions of washback.

There are some dimension that asserted by Watanabe:

1. *Specificity*. Washback may be general or specific. General washback means a type of effect that may be produced by any test. For example, there is a test motivates students to study harder after doing the test, washback here relates to any type of exam, hence, general washback. Specific washback refers to a type of washback that relates to only one specific aspect of a test or one specific test type. For example, in the English test there are some components and one of it is listening. After knowing the result of the test, students and the teachers emphasize to learn and teach focus on listening aspect than other aspects such as speaking, writing, and

¹⁷ Result of questionnaire

reading.¹⁸ Based on interview and questionnaire data, it can be concluded that English daily test has general washback effect because there was type of effect that produced by English daily test. Students explained that they used English daily test as reference for their next learning. From the result of English daily test they know what aspects of English material that they need to improve. They said sometimes they find the most important aspect from English test that they need to improve more than others but it did not mean that's it just the only one aspect or only one material which gave several effects for them. Besides, English daily test can be used by the students to prepare themselves before English middle test and final test easier and motivate them to study harder¹⁹

2. *Intensity.* Washback may be strong or weak. If the test has a strong effect, then it will determine everything that happens in the classroom, and lead all teachers to teach in the same way toward the exams. On the other hand, if a test has a weak effect, then it will affect only a part of the classroom events, or only some teachers and students, but not others.²⁰ The intensity of English daily which analyzed is strong washback because has a strong effect, then it will determine

¹⁸Liyong Cheng, Yoshinori J. Watanabe, with Andy Curtis.2004. Washback in language testing : research contents and methods. Mahwah, New Jersey, London Lawrence Erlbaum Associates, Inc. P 20

¹⁹ Result of interview the students

²⁰Liyong Cheng, Yoshinori J. Watanabe, with Andy Curtis.2004. Washback in language testing : research contents and methods. Mahwah, New Jersey, London Lawrence Erlbaum Associates, Inc. P 20

everything that happens in the classroom. Both the students and teacher were agreed that English daily test is important. Based on the result of questionnaire above were 74% of students believe that English daily test is important and useful for improving students' understanding about English material. Most of the students could conclude anything that needs to be learned after English daily test²¹. This fact also appropriate with students' response through interview.

3. *Length*. Kind of lengths are short term washback and long term washback. Shortterm washback means the influence of an entrance examination is present only while the test takers are preparing for the test, and the influence disappears after entering the institution. However, long-term washback means the influence of entrance exams on students continues after they enter the institution.²² The data has proven that English daily test for tenth grade at SMA Dharma Wanita 4 is long term washback. The effect not only happen while the students prepare themselves before the test, but also continuous after the students do the test and affected to their learning strategy, and learning motivation
4. *Intentionality*. Messick implied that there is unintended as well as intended washback. The McNamara also holds a similar view, stating that "High priority needs to be given to the collection of evidence about the

²¹ Result of questionnaire

²² Liying Cheng, Yoshinori J. Watanabe, with Andy Curtis. 2004. Washback in language testing : research contents and methods. Mahwah, New Jersey, London Lawrence Erlbaum Associates, Inc. P 20-21

intended and unintended effects of assessments on the ways teachers and students spend their time and think about the goals of education. Unintended and intended washback can be seen from social consequences of test about teaching and learning²³. There are intended and unintended effect of English daily test which analyzed by the researcher. In every test all of the teachers for sure have some intended goals in order to know the material which they given well understood by the students or not. The fact, there will always some unintended washbacks after the test on the ways teachers and students spend their time and think about the goals of education.²⁴ To investigate the connection between curriculum objectives and instructional tasks, teachers' capacity to specify classroom objectives and conduct activities that directly targeted those objectives was examined. By stating lesson objectives, teachers make sure that students become conscious of and have shared understanding of the proposal goals, informing students about lesson objectives is important because students can focus their learning efforts toward specific target.

5. *Value*. Examination washback may be positive or negative. Because it is not conceivable that the test writers intend to cause negative washback, intended washback may normally be associated with positive washback, while unintended washback is related to both negative and positive

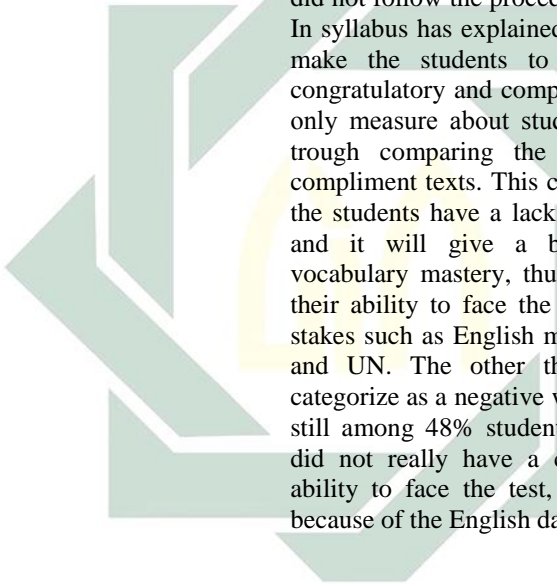
²³Liyong Cheng, Yoshinori J. Watanabe, with Andy Curtis.2004. Washback in language testing : research contents and methods. Mahwah, New Jersey, London Lawrence Erlbaum Associates, Inc. P 21

²⁴ Result of interview the teacher

washback. The distinction between positive and negative could usefully be made only by referring to the audience. In other words, researchers need to be ready to answer the question, “who the evaluation is for”. For example, one type of outcome may be evaluated as being positive by teachers, whereas the same outcome may be judged to be negative by school principals. Thus, it is important to identify the evaluator when it comes to passing value judgment²⁵. Based on five categories of washback dimension, the last is the determinant of all. The data which collected through documentation, observation, interview, and questionnaire, English daily test can be categorize as positive washback or has a positive washback effect. From the discussion and data explanation above, there are some points which categorized into positive and negative washback Effect. The researcher categorized some points which make English daily test at the tenth grade in SMA Dharma wanitahas a positive washback effects based from students and teachers responses, how the test influence to what and how the teacher teach, and also sudents’ behaviors when facing the English daily test, students feeling and perception about English daily test. The result has showed tests motivate students to work harder to have a sense of accomplishment and thus enhance learning. The tests utilized and designed as beneficial teaching learning activities so as to encourage

²⁵Liyng Cheng, Yoshinori J. Watanabe, with Andy Curtis.2004. Washback in language testing : research contents and methods. Mahwah, New Jersey, London Lawrence Erlbaum Associates, Inc. P 21

positive teaching-learning processes. For the negative washback effects can be seen from the result of the English daily test analysis. Based on what the researcher analyzed before questions in English daily test about congratulatory and compliment text are suitable with students' learning content for tenth grade of senior high school students, but there is one thing of the English daily test did not follow the procedures in the Syllabus. In syllabus has explained that the test should make the students to produce or create congratulatory and compliment texts, the test only measure about student's understanding through comparing the congratulatory and compliment texts. This condition could make the students have a lack vocabulary produce and it will give a bad affect to their vocabulary mastery, thus will also affect to their ability to face the test that has a high stakes such as English middle test, final test, and UN. The other thing which can be categorize as a negative washback is there are still among 48% students felt nervous, they did not really have a confident with their ability to face the test, and other anxieties because of the English daily test.



B. Discussion

1. An analysis of washback effect for English daily test
 - a. Definition of washback effect for English daily test

Washback effect refers to test impact of the effects that a test may have on individuals, policies or practices within the classroom, the school, the educational system or society as a whole²⁶. Washback or backwash here refers to the influence of testing on teaching and learning. The concept is rooted in the notion that tests or examinations can and should drive teaching, and hence learning, and is also referred to as measurement driven instruction²⁷.

Bailey cites Hughes' trichotomy to show washback function in actual contexts of teaching and learning. Hughes claimed that three aspects of backwash are needed to be explained. Hughes stated that a model of backwash can be constructed through the trichotomy of participants, process and product. He believes that, first of all, the nature of a test influences the perceptions and attitudes of the participants towards their teaching and learning activities. These perceptions and attitudes also influence what the participants do to carry out their work (process), including practicing the kind of items available in the test, which influence the learning outcomes (product)²⁸. Washback will give a great evaluation from the test and some aspects that related with teaching and learning. From the result of washback, the teacher will know what he or she need and do not need to do for the further test.

²⁶H.Douglas Brown.2004. language Assessment Principles and Classroom Practice. Pearson Education, Inc.36

²⁷ Alderson, J.C. & Wall, D. (1993). Does washback exist? *Applied Linguistics*, 14 (2), 123

²⁸Spratt, M.2005. Washback and the classroom: the implications for teaching and learning of studies of washback from exams. *Language Teaching Research*

Language teachers intentionally use tests to help diagnose student strength and weaknesses, to assess student progress, and to assist in evaluating student achievement. Language tests are also frequently used as sources of information in evaluating the effectiveness of different approaches to language teaching²⁹. There are many kinds of test which usually held at the school. Final test, middle test, and daily test are common example of the test.

From the explanation above, it can be concluded that, test became one of important aspect for evaluation either for students or teacher. Washback effect analysis is one of the ways to know how does the impacts of the test for students and teacher. The researcher analyzed the washback effect of English daily test to students and teacher at the tenth grade at SMADharma Wanita 4 Taman. In this study washback effect was measured by questionnaire and interview as instrument.

At SMA Dharma Wanita 4 English daily test became one of the test which usually held once or twice in a month. In order to get the data that needed to know the washback effect of English daily test to students and teacher, the researcher used four techniques to gain the data. Documentation selected to get the questions of daily Examination in English Subject of Grade X SMA Dharma Wanita 4 Taman, Sidoarjo with answer keys and the answer of all students in grade X. Observation used to know about what happen in the classroom after English daily test. To collect the information about the students' and teacher responses, teacher behaviors, and washback effect on what and how teacher teach the researcher used interview. The last, questionnaire transcripts are

²⁹ Glenn Fulcher, Fred Davidson.2007. Language Testing and Assessment. Routledge.24-

used to give clear description about students' behaviors when facing the English daily test, students feeling and perception about English daily test.

b. The test analysis

Based on the result of data analysis that researcher conducted, an analysis of English daily test for tenth grade at SMA Dharma Wanita Taman, Sidoarjo, there was a point which can be categorized as positive washback effect. The teacher produced a feedback for every result of students' English daily test. The teacher had tried to give a beneficial feedback for every student in their test. This feedback could make the students feel like they have been more appreciated to do the test.³⁰Washback includes the effects of an assessment on teaching and learning prior to the assessment itself, that is, on preparation for the assessment. Informal performance assessment is by nature more likely to have built in washback effects because the teacher is usually providing interactive feedback. Formal tests can also have positive washback, but they provide no washback if the students receive a simple letter grade or a single overall numerical score³¹.

In the other side, based on what the researcher observed before questions in English daily test about congratulatory and compliment text are suitable with students' learning content for tenth grade of senior high school students, there is one thing of the English daily test did not follow the procedures in the Syllabus. In syllabus has explained that the test should make the students to produce or create congratulatory and compliment texts, the test only measure about student's understanding trough comparing the congratulatory and compliment texts. This condition

³⁰Result of test analysis

³¹H.Douglas Brown.2004. language Assessment Principles and Classroom Practice. Pearson Education, Inc.29

could be categorized as one of points of Negative washback effect, it proved with Pan's statement "tests induce teachers to cover their subjects more thoroughly, making them complete their syllabi within the prescribed time limits".³² However, the teacher of English subject at SMA Dharma Wanita 4 did not cover their subject more thoroughly, she has a less attention to complete the test based on students' learning syllabi, especially for making students produce their vocabulary to make congratulatory and compliment tasks.

c. Student's teacher's responses to English daily test

Based on the interview data collection from six students, most of the students said that English daily test is very helpful for them, they explained that they used English daily test as reference for their next learning. From the result of English daily test they can know what aspect of English material that they need to improve. Besides, English daily test can make for the students to prepare themselves before English middle test and final test easier.³³

The teacher showed that English daily test can help them to know and measure student's ability in more specific area. As we know that the material tested for English daily test only a small part of the whole material that usually they face at middle or final test. From that smaller specific area of English daily test, the result of it helps the teacher easier to analyze what are the students difficulties on the tested material, and solve the problem by re-explaining what material that less understood by the students.³⁴

³²MatiullahJaana. 2013. Examination Washback Over Learning And Teaching. Journal of Education and Practice ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.4, No.26,64

³³ Result of interview to students

³⁴ Result of interview to teacher

Hughes asserted on the washback effect can bring on the participants, process and product of teaching and learning. He said that: The tracheotomy into participants, process and product allows us to construct a basic model of backwash (washback). The nature of a test may first affect the perceptions, attitudes, and responses of the participants towards their teaching and learning tasks. It can be categorized as positive washback if the test gives a good affection towards teaching and learning. The perceptions and attitudes in turn may affect what the participants do in carrying out their work (process), including practicing the kind of items that are to be found in the test, which will affect the learning outcomes, the product of the work. The process includes 'any action taken by the participants which may contribute to the process of learning'. And, the product includes 'what is learnt and the quality of learning'.³⁵

d. Washback effect on what and how teacher teach

The teacher explained after knowing the result of the test she would put emphasis on the integration of the skills, give oral practice will mainly base on facilitating discussion among students, and create active participation from students. In the other side, the teacher did not deny that sometimes the strategies and method that has been selected did not give a significant improvement for students' understanding and mastery in their learning.³⁶

Washback affects differently to its stakeholders. The major impact receivers however, are recognized as teacher and learners. Whereas, teaching and learning change with the thought of testing. Shohamey reported in her study different changes

³⁵ Matiullah Jaan. 2013. Examination Washback Over Learning And Teaching. Journal of Education and Practice ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.4, No.26,64

³⁶ Result of interview the teacher

taking place in classroom instructions as the exams drew nearer. Some extra sessions were added to the class instructions hours to review thoroughly the material already covered. The students were motivated by the teacher to have mastery on the exam material. The teachers' strategy is also reported to change with the idea of examination. What the teacher said based on interview proved the theory of pan related positive washback effects. He said good tests can be utilized and designed as beneficial teaching-learning activities so as to encourage positive teaching-learning processes.³⁷

- e. Students' behaviors when facing the English daily test, students feeling and perception about English daily test.

Based on the result of questionnaire above were 74% of students believe that English daily test is important and useful for improving students' understanding about English material. The characteristic of English daily test and the result of it were good. It based on 81% students agree that the questions of English daily test were appropriate with the material which taught in the class and what they have learned has a good impact on English daily test. The last statements are about students' positive behavior and feeling related with English daily test. In every class there are a variety of students' type especially when comes to exam season. For this part only 58% of students agreed that they have a positive behavior and feeling related with English daily test.³⁸

One of point that can be considered as negative washback effect according to pan theory is

³⁷MatiullahJaana. 2013. Examination WashbackOver Learning And Teaching. Journal of Education and Practice ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.4, No.26,65-66

³⁸ Result of questionnaire

about the tests that bring anxiety both to teachers and students and distort their performance.³⁹ The fact observed by researcher explained that there were some of the students who still feel an anxiety because of the test. They felt unconfident with their ability to face an English daily test, they also agreed that English daily test have made them nervous and restless.

English daily test for tenth grade in SMA Dharma Wanita 4 Taman hasa positive washback effects related with these following points:

- The test provide a feedback both for the teacher and students
- Tests motivate students to work harder to have a sense of accomplishment and thus enhance learning. Based on the interview data collection from six students, most of students said that English daily test is very helpful for them, they explained that they used English daily test as reference for their next learning.⁴⁰
- Good tests can be utilized and designed as beneficial teaching-learning activities so as to encourage positive teaching-learning processes. From many result of English daily tests, more and less can help to improve students score. English daily test is also important for teacher evaluation. It can make the teacher to know either the material that given to the students appropriate or not and the method that chosen by teacher is good enough or need some changes and improvement. The teacher explained, the

³⁹Matiullah Jaan. 2013. Examination Washback Over Learning And Teaching. Journal of Education and Practice ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.4, No.26,64

⁴⁰ Result of interview the students

evaluation from the method that chosen by the teacher during the teaching learning activities can be seen from the students score for English daily test. If most of the student get the good score it means that the method was appropriate otherwise if the scores are bad the teacher can make some consideration to change the method that more appropriate for the student. In this case, the teacher and learners have a positive attitude toward the examination or test, and work willingly and collaboratively towards its objective.⁴¹

English daily test for tenth grade in SMA Dharma Wanita 4 Taman has a negative washback effects related with these following points:

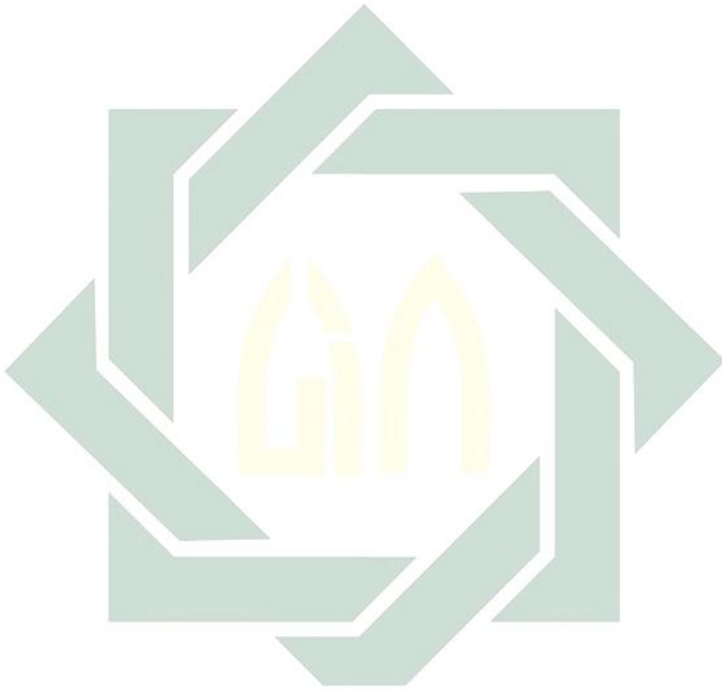
- Tests encourage teachers to narrow the syllabi and lose instructional time. questions in English daily test about congratulatory and compliment text are suitable with students' learning content for tenth grade of senior high school students, but there is one thing of the English daily test did not follow the procedures in the Syllabus. In syllabus has explained that the test should make the students to produce or create congratulatory and compliment texts, the test only measure about student's understanding trough comparing the congratulatory and compliment texts.⁴²
- Tests bring anxiety both for some students, according to pan theory is about the tests that bring anxiety both to teachers and students and distort their performance.⁴³ The fact observed by

⁴¹ Result of interview the students

⁴²Result of test analysis

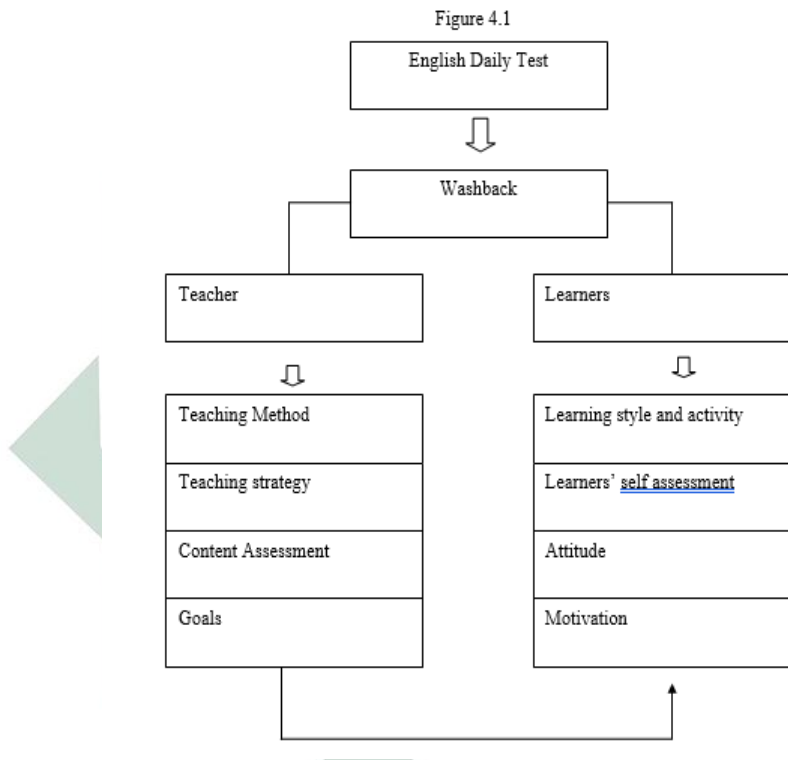
⁴³MatiullahJaan. 2013. Examination WashbackOver Learning And Teaching. Journal of Education and Practice ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.4, No.26,64

researcher explained that there were some of the students who still feel an anxiety because of the test. They felt unconfident with their ability to face an English daily test,they also agreed that English daily test have made them nervous and restless.⁴⁴



⁴⁴Result of intervie the students

Washback effect on the teacher and learners



This figure explains how washback occurred to the teacher and learner at the tenth grade in SMA Dharma Wanita, Taman, Sidoarjo.

CHAPTER V

CONCLUSIONS AND SUGESTIONS

This chapter discusses about the conclusion of this research regarding the analysis of washback effects of English daily test to students and teacher at the tenth grade. Furthermore this chapter also contains the suggestion regarding the research for teachers, and also the next researchers.

A. Conclusion

Based on data in research findings that were presented as explained in the previous chapter, some points can be concluded into following description.

1. For the questions analysis of English daily test produced both positive and negative washback effect. The positive effect can be seen from the feedback made by the teacher for every result of students' English daily test. The teacher had tried to give a beneficial feedback for every student in their test. This feedback could make the students feel like they have been more appreciated to do the test.
2. In students' and teachers' responses to the English daily test categorized as positive washback effect, both teacher and students were admitted that English daily test is important. Students score for English middle or final test are improve if they relearn the questions or material from their English daily tests. The preparation which usually students do before the English daily test is learning the English material and lattices which given by their teacher. Besides, there are common challenges which faced by the students are about the unknown vocabularies meaning. Even though the students understand the material, sometimes they usually find the words that they did not know the meaning and distract their answer to the multiple choice question in English daily test. For the teacher English daily test can help them to know and measure student's ability in more

specific area, important for teacher evaluation. It also help the teacher to know either the material that given to the students appropriate or not and the method that chosen by teacher is good enough or need some changes and improvement.

3. In washback effect on what and how teacher teach English daily test became one of the influential evaluation to make some revision and good change to what and how teacher teach, this condition also categorized as positive washback effect. In the other side, the teacher did not deny that sometimes the strategies and method that has been selected did not give a significant improvement for students' understanding and mastery in their learning.
4. The last is about students' behavior when facing English daily test, students feeling and perception about English daily test. From three aspects which analyzed, two aspects categorized as positive washback effects and there was only one aspect about students' positive behavior and feeling related with English daily test that did not really categorize as positive washback. For this part only 58% of students agreed that they have a positive behavior and feeling related with English daily test. The rest are still felt unconfident with their ability to face an English daily test, nervous, and restless.

B. Suggestion

Based on the results of the study, there are some suggestions that can be offered to certain parties. First, for the students, based on the result of study the most problem which faced by students when facing English daily test is their bad feeling through English daily test. The students should more convinced and confident to face it. The students should not also push their self to study too hard and restless. Instead, it will distract their concentration because of fatigue during the test held.

1. For teachers, they should make the questions for English test which suitable with student's learning syllabi. So far, the content of the test is match with students' learning material but does not follow all the categories for basic competence. After every English daily test, they should not only make an evaluation about students' difficulties and opinion about English daily test, they should ask about their feeling. Even there are some students who cannot describe their feeling about their difficulties in public the teacher can meet them in personal through agreed time.
2. For future researcher, as this study has a lot of weaknesses, it would be better if several developments are made. Therefore, some references about an analysis of washkback effect not only in teacher student context but also in wider area such as school, social, and policies. So, for the next the study towards this topic but in other contexts can also be an option.

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