

THE WASHBACK OF ENGLISH SUMMATIVE TEST; HIGH SCHOOL TEACHER'S AND STUDENTS' PERCEPTIONS

Muncar Winarti*¹, Amalia Nurhasanah²

¹muncarwinarti10@gmail.com, ²amalianurhasanah@uinjambi.ac.id

UNIVERSITAS NEGERI SEMARANG
UIN Sulthan Thaha Saifuddin Jambi

ABSTRACT

This study aims at investigating the implementation of the English summative test for the twelfth- grade students at SMAN 4 Tebo from the students' and English teacher's perception. This paper attempts to display several impacts of English summative test to the students. This was a descriptive qualitative study where the researchers conducted an in-depth interview and distributed questionnaires to gather the data. Participants in this study were an English teacher and several twelfth-grade students. There were positive and negative washback from the analysis of teacher's perceptions and students' perceptions about summative tests. It can be concluded that the test only helps the students to pass the English summative test which was considered as a negative washback. Furthermore, the process of teaching which was oriented to achieve the four language skills stated incompetence was constituted as positive washback.

Keywords: Assessment, English Summative, Students' Perception, Teacher's Perception,
Washback

A. INTRODUCTION

In Indonesia, English is one of the foreign languages taught as a primary subject from secondary school to university. Because of the significance of English, the Indonesian government is committed to the success of English language teaching and learning. The success of the assessment can be used to demonstrate the success of English language teaching and learning. According to Cowie and Bell (1999), interpreting this definition, assessment has a critical impact on the educational process. The purpose is to inform and improve the learning process.

The process begins with planning and continues with the teaching and learning process in the classroom, evaluation, and assessment. A teacher should follow a systematic procedure when administering a test, such as planning the test, usually in the form of a table of specifications

or test specification, properly constructing test items, trying the items out to ensure the test's reliability, administering the test, scoring the test objectively, and evaluating the test's quality. Every English teacher must conduct assessment and evaluation as part of the teaching and learning process. Most teachers conduct a test to assess students' progress in English foreign language teaching and learning to evaluate students' abilities. The summative test is a type of evaluation that is commonly used at the end of the semester for twelfth grade students in senior high school.

Summative test is a test that aims to get the data about students' knowledge or capability in one subject (Aisyah, 2015). It can identify the students' strength and weaknesses in one subject. Brown, (2003) stated that achievement test is the most frequent purpose for which a classroom teacher will use a test is to measure learners' ability within a classroom lesson, unit, or even total curriculum. Usually, summative test are administered at the end of a lesson, unit, or term of the study. The National Examination / Ujian Nasional (UN) and the English summative test / Ujian Sekolah (US) are inseparable linked to the national education system.

1. Washback

Washback is generally defined as being either negative or positive. Negative washback is said to occur when a test 's content or format is based on definition of language ability, and so constraints the teaching/learning context. Some studies had examined washback of English national examination from English teacher's point of view, as frontline agents in the field and students' perception, with its relation to the issues concerning the national examination. Washback is generally defined as being either negative or positive. Jabbarifar (2009) stated that a major concern of teaching English language for teachers had been assessing and evaluating students' progress during their classroom test at the end of it. Washback is generally defined as being either negative or positive Negative washback is said to occur when a test's content or format is based on definition of language ability, and so constraints the teaching and learning context.

Referring to the findings above, some studies had examined washback of English national examination from English teacher's point of view, as frontline agents in the field and students' perception, with its relation to the issues concerning the national examination. As Sukyadi and

Mardini research (2011) indicates that English National Examination as one of the English achievement tests had an influential impact on teachers' teaching in the aspect of activity/time arrangement, teaching materials, teaching contents, teaching methods, teaching strategies, ways of assessing, and on the feelings and attitudes of the students. Most of the studies found that English national examination, as well as the national examination of other subjects, generally creates tremendous educational and social impacts. The aim of teaching process is oriented to help the students to past National Examination. It is included the negative washback. Furthermore, if the process of teaching is oriented to achieve the four language skills stated in the competence standard it is called positive washback.

The same study delivered by Sumpada (2019), he presented that English National Standardized School Examination or Ujian Sekolah Berstandar Nasional (USBN) brought positive and negative effect. The students applied some learning strategies to develop their reading and writing skills to face English USBN. However, they gave less attention to listening and speaking skills. Moreover, the students focused to get good result on the examination because it determined their graduation and their higher-level school. The teacher prepare the students to take the examination by taught the materials more thoroughly. The teacher used various sources and media to support the teaching learning activities.

B. METHOD

This research was conducted through qualitative approach. To find how the students conceived of English achievement test was investigated based on students' and teacher's perception. To get this data, the English teacher was interviewed and the students were asked to respond some statements in questionnaire. The students involved in this research were 30 students of SMAN 4 Tebo, Jambi in academic year of 2019/2020.

The researcher analyzed the data by the means of Miles and Huberman's model. When putting this model into action, the researchers did the followings: 1) collecting all data that will be used to complete the research. Some documents related to the students, teachers, and school were photocopied. The students' perceptions of the English achievement test were then investigated using a questionnaire, 2). summarizing and grouping specific items using coding and

tabulation, 3) using graphics, figures, or charts to display the data, finally, 4) confirming this research by drawing conclusions based on data findings.

C. FINDINGS AND DISCUSSION

The evaluation of washback in English summative test was analyzed based on two perceptions. The perceptions are teacher's perception and students' perception.

English Teacher's Perception on English Summative Test

This data is obtained from the teacher's perception relating to the English summative test by using interviews. There are two categories of English teacher's perception relating to the English summative test washback effect, they are negative and positive effect. First, attitudes of the students, based on the teacher's interview one of the negative effects in English summative test is readiness. The following statements of students' attitude are;

Hmmm, for students who have high learning motivation, there is an effect because we often discuss questions and provide learning tricks. (T.29)

But, sometimes for they are smart students, usually they are not mentally ready because at least the average score has to be 6, not 5.5 to be a good score, Because, sometimes students mentally become weak, so when the students face the test ... that's There are those students who have get a fever. There are students who lack self-confidence, if they are able to relax, they can enjoy it (T.33)

Based on statements above, that there is a problem for the students who have low standard motivation to learn English. The students feel uncomfortable to follow the exam. Then, for smart students who have low confidence, it is sometimes disturbing their concentration to memorize the material. Moreover, they got low score in the realization of English achievement test. The mastery of English was measured in 40 multiple choice questions and 5 essays. In fact, the mastery of English language is not only in memorization of answer the question but also in improving language abilities. As Nunan (1998) said directly call on what learners already know about a language, but do little to extend what they can already do. On the other side, the English teacher said if the positive effect of English summative test is very important

for the students who have high motivation to learn English. The students can complete and test their knowledge. Then, it will increase their responsibility to learn and prepare well the exam and more confident to compete when they will use the result to continue their study or find a job after finished from senior high school level.

Second, it is aspect of activity/ time arrangement. In a week, for the 2013 curriculum every class only has two periods of English teaching learning class. It usually is divided in two sections. Every period is forty-five minutes. Furthermore, to face the English achievement test in the students have to join the extra class. This activity is held after the regular teaching learning process. So, the students have to join it up to the evening. According to Pizarro (2009), managing time to the skills needed in the test. The following statements of time allocation are; yes, before exams, there was a plan to eliminate English for SMA and SMP. There has been a reduction in meeting hours for us in KBM, previously 4 hours for K-13 were only 2 hours, this is very, make I am disappointing. (T.38)

Because the demands for English, especially students are required to be able to communicate, information is also needed to find work, but in fact the hours are immediately cut. (T.39)

Immediately 2 hours, while the language needs practice, if only 2 hours it is very detrimental, because the children can't, the practice is automatically limited, so it decreases too, so we look for the practice which is important which one needs to be practiced. (T.40)

Based on statements above, it can be concluded that consequently, the English teacher should find and arrange the important material that will be discussed in learning process. Especially, for teaching listening skill and speaking skill to ask students practice, it is waste the time. Not all material can be delivered in the process of teaching and learning. Therefore, it sometimes cannot achieve the learning goals in the syllabus.

Third, it is ways of assessment. The English teachers give the materials which relate to the standards of English summative test. They usually give the practice or multiple-choice questions, do exercise in workbook or last year of achievement test questions. Almost of the

assessments such as final exam, mid exam and try out are given in the form of multiple choice and essay. The following statement is;

Haa, yes, for the drill, yes, for the preparation of English achievement for me, usually I have collected the questions from last year, I will give the papers to the students and ask the students to answer and exercise the questions. (T.26)

Based on statement above, the students are given the same types of question as much as they are able to give. The purpose is the students can answer the English Examination questions correctly. It means that the students were given the tricks to face the exam rather than acquiring and developing the knowledge and skills. According to Mukminin et al., (2013) they stated that what students learned inside the classrooms at school and at a tutoring institution was predominantly directed to preparing them for the exam. So, if the teacher gives only multiple choice or essay as the students' exercise items for assessment, the teacher seldom to give the practice how to do the transactional and interpersonal items. The students only get the theory and seldom to practice it, it will make the students confused. In this case, the negative washback effect is taken place. As a result, the purpose to teach English that the students have to mastery communicative competence is not reached yet.

Fourth, it is about English teaching methods. In other case, the teacher also applied grammatical translation method in their class. They teach the material, after that looking for the vocabulary lesson by translating and memorizing it. According to her, almost of the questions in English Examination is Genre Text. So, it is important for the students to translate the text. The students should know the meaning of the text, if they do not know the meaning, they are not able to answer the questions correctly. Furthermore, inside the classrooms, she taught grammatical and vocabulary lessons which relate to the text. The following statement is;

We are working on the text, example narrative text, try to translate, and pay attention to the grammar of the text, after that asked the students to try memorizing vocabularies in that text. (T.24)

Based on statement above, this English teaching methodology is called “grammatical translation” which has been widely criticised for its weakness to allow foreign language learners to be communicatively competent in the language, Fulcher & Davidson (2007). Because, most of the material in English achievement test is reading text and writing skills, the teachers focus in this case and ignore the other skills such as speaking and listening. In other case, the teacher said that, she used the discussion, presentation and also explanation in her class. It means that, the teaching in the class is not only oriented based on the standard examination. The teacher also stated that, she gives the material in this class suitable with the curriculum.

The last, it is about the teaching materials. According to the teachers only teach the material that will be tested in English Examination rather than the basic competences that should be taught in the last grade. It usually takes place in the second semester of the twelfth grade. Furthermore, in extra class teachers only teach the material that will be tested in the English achievement test but in the morning class teachers teach the material that suitable with the syllabus in the twelfth grade of Senior High School. For the extra class, the teachers leave speaking and also listening section. For taking materials is using the practise books. The following statements of using practise book are;

Yes, the teaching materials other than us from the government are sure to combine it with other publisher materials, for example Erlangga, Yudhistira or what that is, huh, what is a new book? us, we use it so, the more references the better. (T.24)

for the preparation of English achievement for me, usually I have collected the questions from last year test, I will give you which copy is the best, we will do more. (T.25)

Based on statements above, English teacher use the past questions of some achievement test book such as National Examinations prediction. They believe that using practise books and past questions will make the students familiar with the types of questions in National Examination. It means that they treat English as a subject and are not concerned with acquiring skills. Furthermore, Pearson in Cheng (1997) said that examinations are commonly used as levers for change. In those cases, textbooks will be designed to match the purposes of a new

test. It usually takes place in our country. There are so many book predictions about related to summative test such as National Examination. It contains the material for National Examination rather than basic competence.

Students Perception on English Summative Test

The questions of the questionnaires employing Likert-scale and closed-ended questions were summarized using descriptive statistics. Open-ended questions were analyzed according to the tradition of content analysis and were categorized based on the similarities. In other words, these were analyzed qualitatively to reveal the patterns of relation among verbal responses made by the respondents (Sulistyo, 2009). Respondents' answers in the questionnaire were coded as strongly agree (sangat setuju/SS), agree (setuju/S), enough agree (cukup setuju), less agree (kurang setuju/KS), strongly disagree (tidak setuju/TS). There were 30 respondents that choice randomly from 5 classes (XII IPA1, XII IPA2, XII IPS1, XII IPS2, and XII IPS3).

From the result of questionnaire, the students' general perception on English achievement test can be categorized into two, positive and negative. To know the positive washback of English summative test on the students, five statements were proposed through the questionnaire. The statements are:

I like English subject

English test questions are appropriate with my knowledge

I feel relaxed of thinking about English Summative Test.

I feel more motivated to study because of English Summative Test.

I feel confident to my ability in doing English Summative test

From the four statements and 150 responses, there were 13 responses of strongly agree (sangat setuju), 40 responses of agree (setuju), 59 responses of less agree (kurang setuju), 30 responses of disagree (tidak setuju) and 8 responses of strongly disagree (sangat tidak setuju). The following chart is to illustrate the distribution of the responses.

From the chart. 1 above, it can be seen that 27 percent of the participants agree to the statements telling the students the positive washback of English achievement test. For example, the statement "I feel more motivated to study because of English summative test" gained only 10

agreements and 6 strong agreements. In contrast, there were only 4 disagreements and 1 strong disagreement for the statement. In other words, it is a good idea to say that English summative test is to motivate the students to study and prepare more.

Then, to know the negative washback of English summative test on the students, three statements were then proposed. They are:

English is difficult subject

I am afraid of my low ability to answer questions in English summative test

I feel pessimist with my score of English summative test

Based on the chart.2 above, it can be seen that 36 % participants agreed and 23 % participants strongly agreed that English summative test gives birth to negative impact. On the contrary, only 13 % participants and 7 % participants who disagreed that statement. To summarize, most students (more than 50%) agreed that there was some negative effect of English summative test on the students.

To enrich the result of the research, especially in English achievement test, the writer added seven statements to figure out the students' perception on one of obligatory lessons of English summative test. Therefore, seven statements were given to the participants;

I have mastered the tips and tricks how to successfully answer English summative test.

I have mastered the four English skills, which are listening skill, speaking skill, reading skill and writing skill.

I like the teaching method used by the English teacher

The material taught was standard for XII grade students

I like the teaching media used by the English teacher in delivering material

English learning activities are interesting and helping me to understand the material

The time given on the English exam was very enough to answer the questions

The first and the second statement "I have mastered the tips and tricks how to successfully answer English summative test "and "I have mastered the four English skills, which are listening skill, speaking skill, reading skill and writing skill." gained 5 responses of strongly agree, 9 responses of agree, 13 responses of less agree, 24 responses of disagree and 9 responses

of strongly disagree. This means that more than 50 % (if it includes the response of less agree) still find the students have not mastered yet the tips and tricks of English test and most of students still have problem with the English skills. Consequently, it will give the problems for the students to answer the English achievement test. The third and fifth statement got 6 responses of strongly agree, 18 responses of agree, 20 less agree, 6 disagree and 10 strongly disagree. From the responses, it can be understood that the students who like the teaching method and teaching media used by English teacher is high than those who dislike the teaching method and teaching media used by English teacher. Although the result show has not different significant responses. The fourth, sixth and seventh statement got 6 responses of strongly agree, 26 responses of agree, 33 less agree, 18 disagree and 7 strongly disagree. From the responses, it can be understood if the students have problems with the English material, teaching activities and time management. The result shows 64% students feel not appropriate and difficult to understand the materials, the activities were not helping the students and they still have problem to use the time allocation well.

D. CONCLUSION

In a nutshell, it is suggested that English teachers should be practiced the test before applying the test to students, each test item must be analysed, reviewed, and tested by the English teacher to get a valid, reliable, authentic, practical test and minimize negative washback from the test. The test which is used for several times should be adapted and the teachers have to make some necessary changes before reusing it to deal with the current condition. So, the English summative test will avoid the negative washback.

REFERENCES

- Aisyah, A. (2018). Evaluating Students' Achievement Test in Reading for Interpretation. *Academic Journal Perspective: Education, Language, and Literature*, 2(2), 269-274. <http://dx.doi.org/10.33603/perspective.v2i2.1662>
- Altowaim, M. A. (2015). Effectiveness of washback in language testing: analyzing the validity and reliability. *Modern Journal of Language Teaching Methods*, 5(2), 33. <https://www.mjal.org/Journal/new/7.pdf>

- Arifin, R. A., & Faridi, A. (2017). The students' perception and achievement of English reading comprehension using cognitive language learning strategy. *English Education Journal*, 7(2), 142-151. <https://doi.org/10.15294/eej.v7i2.15737>
- Arikunto, S. (2005). Dasar-dasar evaluasi pendidikan (Edisi revisi, cetakan ke-5). Jakarta: Bumi Aksara.
- Astuti, F. S., & Retnawati, H. (2017). The effect of national examination's policy on readiness, motivation, school test score, and national examination score. *The Online Journal of New Horizons in Education*, 7 (3), 58-66. <https://www.tojned.net/journals/tojned/articles/v07i03/v07i03-07.pdf>
- Beikmahdavi, N. (2016). Washback in language testing: Review of related literature first. *International Journal of Modern Language Teaching and Learning*, 1(4), 130136. <http://ijmltl.com/fulltext/paper1709201617030.pdf>
- Brown, D. H (2003). *Teaching by principles: An interactive approach language pedagogy*. USA: Longman.
- Brown, D. H. (2004). *Language assessment principles and classroom practices*. New York: Pearson Education, Inc.
- Cowie, B., & Bell, B. (1999). A model of formative assessment in science education. *Assessment in Education: Principles, Policy & Practice*, 6(1), 101-116.
- Effendi, T., & Suyudi, I. (2016). The impacts of English national examination in Indonesia. In *Ninth International Conference on Applied Linguistics (CONAPLIN 9)*. Atlantis Press. <http://doi.org/10.2991/conaplin-16.2017.52>
- Endriyati, R., & Anggraeni, D. A. (2019). The washback effect of national examination on English language teaching in Junior High School in Indonesia. *Proceeding of the 2nd ICoLLiT (International Conference on Language, Literature and Teaching) 2019*. <https://publikasiilmiah.ums.ac.id/xmlui/handle/11617/11143>
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education*. New York: McGraw-Hill Humanities/Social Sciences/Languages.
- Friska, Y., & Setiawan, I. (2018). Students' Perceptions towards National Examination: A Washback Study. *Academic Journal Perspective: Education, Language, and Literature*, 6(2), 144-158. <http://dx.doi.org/10.33603/perspective.v6i2.1581>

- Furaidah, F., Saukah, A., & Widiati, U. (2015). Washback of English national examination in the Indonesian context. *TEFLIN Journal*, 26(1), 36-58. <http://doi.org/10.15639/teflinjournal.26i1/36-58>
- Madkur, A., & Irwansyah, D. (2018). The students' perceptions of national examination washback: A case study at MTS Daarul 'Ulya Metro. *Al-Ta lim Journal*, 25(2), 153-162. <http://doi.org/10.15548/jt.v25i2.405>
- Huberman, A. M., & Miles, M. B. (1994). Data management and analysis methods.
- Mustajib, M. (2017). The Impact of National examination on students' motivation and teachers' professionalism at English class in Mataram Municipality Year 2016. *The Indonesian Journal of Language and Language Teaching*, 2(2), 1-13. <http://ijolt.unram.ac.id/index.php/ijolt/article/view/20>
- Sumpada, A. I. (2019). Investigating washback of national standardized school examination on ninth graders and teachers in the academic year of 2018/2019 (A Case in SMP N 1 Kertek) (Doctoral dissertation, Universitas Negeri Semarang).
- Sundayana, W., Meekaeo, P., Purnawarman, P., & Sukyadi, D. (2018). Washback of English national exams at ninth-grade level in Thailand and Indonesia. *Indonesian Journal of Applied Linguistics*, 8(1), 167-176. [http://doi: 10.17509/ijal.v8i1.11478](http://doi:10.17509/ijal.v8i1.11478)
- Yusbet, D. A., & Gushendra, R. (2019). An analysis of the difficulty of National Examination Test Items. *Indonesian Journal of Integrated English*