

**AN ANALYSIS OF WASHBACK EFFECT OF ENGLISH  
FORMATIVE ASSESSMENT TO THE TEACHER AND  
STUDENTS AT SMAIT UKHUWAH BANJARMASIN**

**UNDERGRADUATE THESIS**

**By  
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**ANTASARI STATE ISLAMIC UNIVERSITY  
BANJARMASIN  
2020**

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FORMATIVE ASSESSMENT TO THE TEACHER AND  
STUDENTS AT SMAIT UKHUWAH BANJARMASIN**

**AN UNDERGRADUATE THESIS**

**Presented to**

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**By**

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**2020**

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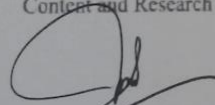
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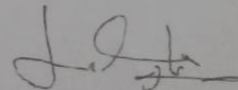
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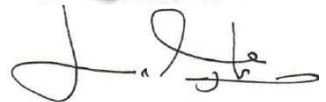
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## STATEMENT OF AUTHENTICITY

I, the undersigned, Mulianti, declare that this undergraduate thesis is my original work, gathered and utilized especially to fulfill the purpose and objectives of this study, and has not been previous submitted to any other university for any degree or other purposes. I also declare that the publication cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

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## ABSTRACT

**Mulianti.** 2020. An Analysis of Washback Effect of English Formative Assessment to The Teacher and Students at SMAIT Ukhuwah Banjarmasin. Thesis. English Education Department, Faculty of Tarbiyah And Teacher Training, Antasari State Islamic University. Advisor: (1) Dr. Hj. Nida Mufidah, M.Pd (2). Afifah Linda Sari, SS, M.Pd.

**Keywords:** Washback, Formative Test, Effect

This research is aimed to find out the washback effect of English formative assessment to the teacher and students at SMAIT Ukhuwah Banjarmasin. The collected data is about formative assessment which is held at SMAIT Ukhuwah after a chapter of material has taught. This research used qualitative technique. In conducting the research, the researcher analyzed whether the formative assessment bring positive or negative effect on teaching and learning process, it is also about the effect of formative assessment on how teacher teach and how students learn. The data was collected through interview the teacher and share open-ended questionnaire to 23 students which analyzed descriptive qualitatively. Throughout the analysis, the research find that according to the teacher formative assessment helped the teacher to analyze students' understanding and help to measure students' ability. It is also helped the teacher to evaluate whether the strategies she used has been suitable for all students or not and what matter that the teacher has to change for better teaching process at the next chapter of material. The result toward the students showed that most of students indicated have positive washback because formative assessment helped them in the summative test since the question which appear in summative similar with formative assessment's question and because students felt happy and excited toward the assessment. Negative effect come as well that students feel worry if they will not able to find right answer at the same time. The findings also show about how the formative affect to how students learn. This research show that the students study about the previous task which ever given by the teacher, remember the glossary given by the teacher, studying the material prediction, do English literation, and memorizing grammar pattern.

## ABSTRAK

**Mulianti.** 2020. Analisis Pengaruh Washback dari Penilaian Formatif Bahasa Inggris terhadap Guru dan Siswa di SMAIT Ukhuwah Banjarmasin. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah Dan Keguruan, Universitas Islam Negeri Antasari. Pembimbing: (1) Dr. Hj. Nida Mufidah, M.Pd (2). Afifah Linda Sari, SS, M.Pd.

**Kata Kunci:** Washback, Tes Formatif, Pengaruh

Penelitian ini bertujuan untuk mengetahui *washback effect* dari penilaian formatif bahasa Inggris pada guru dan siswa di SMAIT Ukhuwah Banjarmasin. Penelitian ini menggali informasi tentang penilaian formatif yang dilaksanakan di SMAIT Ukhuwah ketika suatu bab materi telah diajarkan. Penelitian ini menggunakan teknik kualitatif. Dalam melakukan penelitian, peneliti menganalisis apakah penilaian formatif berpengaruh positif atau negatif terhadap proses belajar mengajar, serta tentang bagaimana pengaruh penilaian formatif pada cara guru mengajar dan bagaimana cara siswa belajar. Pengumpulan data dilakukan melalui wawancara kepada guru dan membagikan angket terbuka kepada 23 siswa yang kemudian dianalisis secara deskriptif kualitatif. Melalui analisis, peneliti menemukan bahwa menurut penilaian formatif dapat membantu guru menganalisis pemahaman siswa dan membantu mengukur kemampuan siswa. Hal ini juga membantu guru untuk mengevaluasi apakah strategi yang dia gunakan selama ini sudah sesuai untuk semua siswa atau tidak dan hal apa yang guru harus ubah untuk proses pengajaran yang lebih baik pada materi bab berikutnya. Hasil terhadap siswa menunjukkan bahwa sebagian besar siswa merasakan *washback effect* yang positif karena penilaian formatif membantu mereka dalam tes sumatif karena soal yang muncul dalam penilaian sumatif mirip dengan soal di penialain formatif dan karena siswa juga merasa senang dan bersemangat pada penilaian tersebut. Efek negatif juga muncul sehingga siswa merasa khawatir jika mereka tidak dapat menemukan jawaban yang benar pada saat yang bersamaan. Penemuan juga menunjukkan tentang bagaimana penilaian formatif mempengaruhi bagaimana siswa belajar. Hasil penelitian menunjukkan bahwa siswa mempelajari tugas-tugas sebelumnya yang pernah diberikan oleh guru, mengingat glosarium yang diberikan oleh guru, mempelajari prediksi materi, melakukan literasi bahasa Inggris, dan menghafal pola tata bahasa.

## **MOTTO**

“You shouldn’t be like her. You shouldn’t be like him. Even for being your true self, you shouldn’t be. But you just should be a person who follow the truth”



## **DEDICATION**

I dedicate this thesis sincerely for;

My beloved families who always support me in every aspects of my life.

Thank you so much for every beautiful *du''a* and everything.

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الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ ، نَبِيِّنَا وَحَبِيبِنَا مُحَمَّدٍ وَعَلَى  
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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjamasin, 06 September 2020 M  
18 Muharram 1441 H

Mulianti

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