

CHAPTER I

INTRODUCTION

Chapter one presents the introduction of the study, which gives an overview of the background of study, research questions, objective of study that explain the aims of conducting this research, also significance of the study for school, teacher and public, and definition of key terms. The descriptions of the subchapters are presented as follow:

A. Background of Study

Education is the most important field that a state must hold on for a good civilization. It is like a long term investment which a nation must concentrate well because the generation of future, the children and youth, is on their hand. Well educated children and well educated youth will bring the nation into an ideal civilization.

Education plays important aspect in civilization. Think that education is an important thing so that education must achieve success in developing human quality. The school which has known as the place of educating is defined as systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives, content and methodology. The school is also known as formal education.

As known that school has some of lesson topic, English come up as one of the most important lesson. In Indonesia, English first taught to Indonesians in 1914 when Junior High School was established and were set up in 1918 in Senior High School. Since that time, English has become a part of government's effort to educate the nation because though English, people can do many activities in this country also other countries, because English has become an international language which use most of people in the world. Then, education in school has its own component such as the stake holders, teacher, its administration, the lesson, curriculum, students and roles of education.

One of the important roles of language learning is evaluation or assessment. Assessment itself has general and wide scope. Assessment is daily roles which could be found and used for a lot of situation, include in education. Islam also has the term of evaluations. One of its term could be found in Al- Ankabut (29) verse 2-3 which mention,

أَحْسِبَ النَّاسُ أَنْ يُنْزَكُوا أَنْ يَقُولُوا آمَنَّا وَهُمْ لَا يُفْتَنُونَ (٢) وَلَقَدْ فَتَنَّا الَّذِينَ مِنْ قَبْلِهِمْ فَلَيَعْلَمَنَّ اللَّهُ الَّذِينَ
صَدَقُوا وَلَيَعْلَمَنَّ الْكَاذِبِينَ (٣)

Based on the interpretation of KEMENAG R1, the declaration of some people in those verses could not be accepted directly by Allah except He give them testing. From those meaning, it is known that the teaching and learning process is not complete without evaluation. Students' declaration that they have understood about the material which they have learned is not enough. Teacher's

recognition and her belief that she has taught well cannot be justified. Students' declaration about their comprehension can be proven by examination. This is why the relationship between evaluation and how to assess is so close. Since the examination is a way to do an evaluation, the teacher needs to notice carefully about how to do an assessment and how well the assessment influencing the students in their behavior. The result of the assessment will appear as the proven of students' competences related to the material they have learned, it is also would give teachers insight into how well the teaching process has gone.

In language learning, assessment has separate part from the lesson. It has vital function which could give a sight of how educating process proceed. According to Cohen (1994) in Lin & Chen (2010) explained that assessment task is actually non-threatening task and it is developmental. It is allowing the learners to take opportunities by taking the task and there, they demonstrate what they know and what they do not know. Also, it is providing useful feedback both for the learners and for their teachers. Furthermore, according to Jones (2005) assessment as part of classroom activity, is a fundamental process required to promote learning and ultimately achievement. However, assessment is important for many reasons, not just for side of doing school administration in form of scoring, but also for the continuity the classroom activity.

Assessment for learning is all about informing learners about their progress to empower them to take the necessary action to improve their performance. Before starting the lesson, the students must be informed about four points which by those points the assessment could be realized not just by teacher

but also by students. The four points are the aim of learning, the reason why they should learn about the related lesson, what are the standards which can be a signal for them that they have achieved the aims, and how they can achieve the aims of the learning. By understanding those points, students by themselves can assess their own progress.

Much classroom practice can be described as assessment activities. Teachers set tasks and activities and pose questions to learners. Learners respond to the tasks, activities and questions, and the teachers make judgements on the learners' knowledge, understanding and skills acquisition as evidenced in the learners' responses. These judgement on learners' performance happen quite naturally in the course of any teaching and learning session and require two-way dialogue, decision-making and communication of the assessment decision in the form of quality feedback to the learner on their performance.

As stated above that assessment has important function which also has some aspects which help its process work. Brown (2004) raised a concept which called as the five principles of English assessment. These five principles are validity, reliability, practicality, authenticity, and washback.

Washback is the effect of a test on the activities of teaching and learning which come before and after the test. Washback is a term that goes for a complex aspect in part of the effect of a test in assessment. It has an argument from Hughes (1993) called The Trichotomy of Washback, it includes participants, process and product. The term of washback will be focus on the information about the effect of a test in those three areas.

Titaningrum and Ngadiman (2015) in the research entitled "Washback Effect of The Classroom Test in Junior High School" tried to describe the effect of classroom tests on the teaching process as well as the learning process in EFL context in Indonesia. The questionnaires were distributed to 121, grade 7-8 students and 34 English Teachers from random private school in Surabaya. It found that the teacher encouraged the students and enhance certain activity and motivation, even though they were focused on the test. On the other side, Titaningrum and Ngadiman found that what teachers mostly did was just coaching. On the students' side, it found that most students did not prepare their classroom tests seriously. students' strategies and study habits focused on test survival also to the score achievement. Consequently, the students did not obtain the learning outcomes as stated in the curriculum, syllabus and the lesson plan. The positive effect of the test is that students are encouraged to learn and it promotes learning activity.

Another research conducted by Lodhi et.al (2018) with title "Impact of Washabck on ESL Students' Performance at Second Level" tried to explore the effect of the test on content of curriculum, learning English, teaching and the activities conducted in classroom. To be more focus, the researcher aimed to investigate the effect of positive washback and benefits in learning and teaching process in ESL classroom, while negative washabck effects are destructive and can be a hindrance in achieving the goals in ESL classroom. This research used descriptive in nature and survey based on method was adopted for this study. 50 teachers were selected by using purposive sampling technique and 100 students

were selected by using simple random sampling technique. Three tools were used for this study including: questionnaire, test and observation checklist. The findings of the study exhibit that negative washback effect has its influence on tests, learning and teaching. The study concludes with a realization of the fact that language pedagogy is affected by washback. However, it is claimed by majority of the teachers that washback affects the selection of teaching methods because exams stress brings pressure and it becomes necessary for English teachers to develop linguistic competence in their students.

Based on that understanding about washback, the researcher wants to study in this field because of this phenomenon, term of washback is still unfamiliar with students and some of teachers. However, it is important to recognize some effects of the test. Lacking of understanding about washback can give effect to maximization of teaching and learning. Its maximization cannot be achieved if there is no evaluation.

In term of washback, according to Hughes (1989) which cited by Afab et.al (2014), "Testing is important since it provides information of student individual's language ability and student's achievement. It is necessary to have a common yardstick (which tests provide) to make meaningful comparisons" (p.149). Testing is used by and has an impact on schools, colleges, and administrators. A test may seem just a phase which students and teacher have to pass because it has been ruled by the government, more than that a test is a phase which could rechecks how the teaching and learning have gone. Then there must be follow up based on

the result of the test. The result is not just about the score, but the result is also all of the effects of the test, it is washback.

Students at SMAIT Ukhuwah Banjarmasin have a test in every chapter of the teacher's handbook has taught, this test consider as a part of formative assessment because it could assess the teaching and learning process in a certain of time before then, going to the summative test in the end of the semester. The questions of the test consist of ten questions of multiple choice and five questions in form of essay. Students also have midterm test and final test. Given that, rechecking every step in teaching and learning process has gone is important to consider what should the teacher do for the next chapter and the next teaching and learning process, also what should students do in term of promoting their learning activity.

Based on teacher statement, class X MIA 1 and X MIA 2 have students with many differentt levels of English proficiency, ranging from good, middle to less. Then this research will see what kind of habits that those students did in order to prepare themselves for facing the test, how long the time they need in studying the English materials, how their test result impact them in study for next time. All of the thought of the effect of previous test will be reference for the next teaching and learning process. The washback effect also will see what kind of development of teacher and students need to be worked out together so that the next teaching and learning process could be better in achieving the goals which has settled. Therefore, the researcher decides the washback of formative assessment as the subject of this research.

Many aspects must be considered in the process of collecting data, such as the English teacher, students, and students' test score, also the condition of this time which the school was closed for teaching and learning activity at the classroom because of the Covid – 19 Pandemi. Class X MIA 1 and X MIA 2 were chosen as the object of this research since the teacher who taught at the tenth class has more experience in teaching at SMAIT Ukhuwah rather than the teacher who teaches at Eleventh class. However, more experience which teacher have, the more teachers' ability in handling teaching and learning process. It seems an important thing to be considered for this research because the teacher' experience will give richer information. Class X MIA 1 and X MIA 2 also are the class that recommended by the teacher as the objects since the students at that class have more seriousness in studying and they could be cooperative in collecting the data process, so that the research would be valid.

SMAIT Ukhuwah is a public school based on modern Islamic principles. The school considers Islamic knowledge and modern knowledge as important. SMAIT Ukhuwah Banjarmasin is accredited "A" means that the school has good feasibility in the implementation of education. The researcher hopes that this research will be able to see the washaback effect of English formative test at this school, so that this research can be beneficial for school while sometimes the stakeholders need a throwback to see an part of that school.

B. Research Question

Research questions which needed to explore the information for this research are:

1. What are the washback effects of English Formative assessment on teacher at Tenth grade of SMAIT Ukhuwah Banjarmasin?
2. What are the washback effects of English Formative assessment on students of Tenth grade of SMAIT Ukhuwah Banjarmasin?

C. Objective of Study

The objective of this study is to find out the washback effects of English formative assessment which occur to the teacher and the students at Tenth grade of SMAIT Ukhuwah Banjarmasin.

D. Significant of Study

The result of this research is expected to give a contribution and benefit for some parties. They are,

1. For the teacher

This research is expected to gives teacher information about the effect of washback for English formative assessment at SMAIT Ukhuwah Banjarmasin, either positive or negative which can be found in teaching process at the classroom. Also, it can give contribution in language learning activity. Therefore, after knowing the result of this research, the teacher can make some consideration to keep using some kind of activities in classroom which

consider has positive washback and eliminate some matters which consider can give negative washback.

2. For students

This research also expected to inform the students about the washback effect in learning process. Knowing the term of washback effect would be beneficial for them to assess how far and how good they have done in previous learning. It also would tell students what they need to be improve for getting a better learning outcomes.

3. For public

This study is beneficial people who are interested to get knowledge about washback for their references in teaching managing school system or other purposes This is also 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.

E. Definition of Key Terms

In this part, the definition of key term, some of terms which need further definition in this own research presented as follow:

1. Washback.

Washback is the effect of the test which comes before and after students taking a test. This is not just come to students but also to the teacher. The washback effect then will influence teaching and learning process at the next session or time.

2. Formative assessment.

Formative assessment here is test conducted periodically after a chapter of English material has been taught and before going to the next chapter.