

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research. The analysis of data was conducted to answer the research question presented in chapter 1 about the washback effect of English formative assessment to the teacher and the washback effect of English formative assessment to the students grade tenth at SMAIT Ukhuwah Banjarmasin. The finding will be explained descriptive qualitatively. The result obtained from the analysis of the result of Open – ended Questionnaire filled by students and data of interview to the teacher.

A. Findings

1. The Washback Effect of Formative Assessment on Teacher

The washback effect of teacher in this research would be seen and described from the side of whether test brought positive or negative effect in teaching process and its effect on how teacher teach. All the data will described below.

The emphasized point about whether the formative test brought positive or negative effect on teaching process. The teacher explained that test was really helpful for her since she could measure the students' capability. The result of identifying students' lacking then would help the teacher to do other strategies in order to make students learn and understand well the material. Based on the result of the interview to the teacher, the formative assessment also gave her information

about students' mastery of materials she has taught. The teacher also showed positive perception, which she thought that test was necessary for measuring students' ability in English and for knowing how far students' understanding to the materials. The teacher explained that every score of the formative test told her about students' improvement, but it also showed about students' lacking at in understanding the material. All of those indicated as positive washback.

Those positive effects then affected to how the way teacher teach. it affected to teacher's method in teaching, teaching material, and teacher's attitude. The test also was resulting score for students, by referring to that score, the teacher could judge student's mastery toward the materials. The result of students' mastery was not just the responsible of the teacher, but it also should be seen from student's side. Going into student's side, the score they have resulted were because of their effort in learning. Looking to teacher side, the score students got was because of her goodness in teaching. The data from students score showed stability in students formative test which held for eight times. It also showed that students' score in summative was good.

For make sure that all of students have understood the materials, the teacher asked to the students whether they have understood or not yet. If they have not, the students could ask to the teacher to get clear understanding. Then the teacher would re-explain the part, giving new examples, and she would come to the students to give more attention if it was necessary. The teacher said that the ability of students to understand the material was also influenced by the differences of English ability level of students. There were some students who were great in

English, there were some students who in the middle also some students who were not really good.

For avoiding students' inability in the test, the teacher said that she should make students interested to presenting the whole of themselves when she was teaching. She recently used method and teaching media which could be followed by all level of ability of students. She also often to put students in group, so that the students who good at English could help the students who was not really good in English.

The researcher found that most of students were thought that the way the teacher taught has been very good. According to HRA

“The way ustadzah taught was good because she really enjoyed in teaching and she always start the lesson by invited us to play games, so that we, the students felt relax and enjoy being in her lesson.”

From the previous statement, it gives information about how the teacher doing the teaching. The students found that they were easy to understand the materials which teacher explained.

Knowing what most students lacking at, like when the teacher gave students a task to make a text or to make a dialogue, they could need much of time because of lacking of words ability. So that the teacher decided to give glossary to the students which the words would appear in the test, then. Hopefully it would increase students' mastery in words and help students to get easy in the test.

2. The Washback Effect of Formative Assessment on Students

This part serves the result of Open Questionnaire about washback effect of English formative assessment to students as the participants in this research. The washback effect of students in this research would be seen and described from the side of whether test brought positive or negative effect in learning process and its effect on how students learn

The data indicated that most of students having positive and negative effect in feeling toward test. Most of positive feeling students felt were excited and happy. Although test made them busy in studying, it still made them feel challenged to do best in the test. Even though they were excited, they also found that they were worried for many reasons. Another positivity of formative test was that it was very helpful them in summative test. Formative test made them able to predict the summative test as mentioned by PN

“It was helpful. It gave us the prediction about the questions that final test would have, also we became having material references. We did not need to be doubted about accuracy of the suitability among the material and the question in formative test”.

Positive and negative effect also came from vary of perceptions of students. The perception here means that every participant has his/her own opinion about the test, whether it is necessary or not. Students' perception will be explained by one category to another category in follow paragraphs.

No	Students' perception category	Number of Students'
		Answer
1	Necessary because test make students study the lesson over again	5
2	Necessary because test testing students' understanding limit toward the lesson	8
3	Necessary because test making students did studying more diligent	2
4	Necessary because test tested students' English ability	3
5	Necessary because test trains students' memory	1
6	Not sure because there are many ways to get information about students understanding	2
7	Unnecessary because test just adding students' mind	2
	Total Answers	32

The first perception of students about the test was that it made them studied the lesson which they have learned over again. Five students' considered this as a beneficial since students may forget the lesson because they also have to learn about many other subjects. According to AH, one of the participants, when the researcher asked about whether formative assessment is important or not, also a reason behind her answer, she answered, "*Yes, it was necessary because of test we could repeat the lesson again*". Many of students believed the same thing since

facing a test need mental preparation and the material of English need to be prepared. Something the researcher considered here is that the students' purpose of relearn the lesson is not just for making right answer on the test but also because they love English itself. Based on the result of the Open - Questionnaire, all of the students in this category love English at their school. Because of that, relearned the lesson is something they considered as positive side of the test.

The next perception is that test testing the limit of students' understanding toward the lesson. This perception mentioned by eight students and become the most perception of students. However, students also wanted to know how far they have understood the lesson they have learned. Test made them able to know their understanding. As answered by MF,

“Yes, I think we have been coming to school to gain knowledge. Then it will be used for our future life. In this case, test works to ensure that we have really understood the lesson. So, I think test is important in education.”

this is the answer most of students'. They considered knowing their own understanding as an important thing since they could identify in which part they were lack of understanding, henceforth the lesson which they were lacking at can be covered by learning deeply in that part.

The other reason mentioned by students is that test make students did studying more diligent. Two students mentioned this perception. Like what AF's answer *“Yes, because of test students would study more diligent.”* They needed to study the previous lesson more than before since they would have a test. In order

to did best in the test, students' need to study diligently. From this side, we could see that test has motivated students in their learning process. Three students perceived that test is necessary because it could test students' English ability. According to ESM *"Yes, it is important in order to test our English ability."* Students needed to know their own selves ability and it can be confirmed by facing a test. The other perception, came from a student, FAY who answered that test trains students' memory. This appeared since test needed an active brain by memorizing the pattern of English structure and word meaning.

Not all of students were thought that test is necessary in an education process. Two students was doubt whether test is necessary or not in education. LDFR, one of the participant mentioned *"Yes, but I'm not sure because there are many ways to measure students' ability or students' understanding of lesson."* He taught that there are any other ways which can use by the teacher to measure their ability, and test is not a must.

Next opinion uttered by two students. One of them, ESM mentioned at the Open Questionnaire,

"No, test is not necessary in education since test only posted the material in a short time because afterwards the students did not care about the material because it had already been passed. Test also considered for adding students' mind burden".

ESM mentioned about the students with score orientation. He taught that the test is no needed, because the lesson would not stay in a long period in students' mind, that students will forget it soon and test become useless in making students smarter.

Above data showed that most of students' perception are positive, the negative effect occurred in form of anxiety which felt by some of students. They said that they were worried about how well they could do the test. The feeling about anxiety came because they are afraid if their score would not reach the score standard.

Regarding to what were the influence of the test toward how students' learn, the result of Open Questionnaire, from twenty three students, most of students mentioned that they studied about the previous task which given by teacher, this also help students to relearn the material while this also made students did deeper study about the part they were not really understood. According to the teacher, she gave prediction of material that would appear in form of questions in the test. Teacher also gave students glossary so that students could memorize those words which they would find in the test. The students mentioned that they memorize the glossary and it was really helpful. Some students also mentioned that they were not just memorize the glossary that the teacher gave but also read the dictionary and doing English literation by reading English articles, English book, watching inspiring English videos and watching film in English. Considering that English has some patterns in its grammar, the students mentioned that they memorized the grammar pattern which include in the material that would be tested.

The data described that the test has taken an important part in students' learning process in varies way. Students mentioned that they were study more because of test, while some students thought that they did not give much attention in raising their learning activity. Here, the researcher divided students' responses

into three categories. There were the students who consider that test made them study more which is the main point was not the test but they were love English itself. Then there were students who learn English more in order to get high score. The last category is the students who thought that test did not make them doing much in studying English.

The first category is the students who consider the test as a motivation to learn English more. Most of students became more diligent because basically they like to know many new words meaning, also like to get familiar with English. The second category was they who studied more diligent because they should because their score would depend on their preparation. By doing good in preparation, the test would be easy to answer. However getting bad score was not an option. Next, the third category was students who mentioned that test did not make them more diligent because they would study when they were on mood. The researcher found that they were not to worry about the test because English tend to be an easy in its test.

Finding that test made the students' doing more than before, the researcher dug information about how long the students prepared themselves to face English test. Most of responds were that students studied seriously two days before the test. Basically students' learning was depend on how much the schedule they have to do and two days before test they consider as an enough time to prepare besides they have other lessons to be learned.

B. Discussion

1. The Washback Effect of Formative Assessment on Teacher

The finding which has found stated that generally the formative test gave many beneficial for the teacher and most of the students, positive effect of test as Rodrigo Esteban Munoz from Brown (2004) said that "Backwash" can also in the form of useful diagnosis of strengths and weaknesses. Therefore, the teacher in this research was really helpful to diagnose strengths and weaknesses of the students. Which diagnose done though the score of a test and students' response in the class toward the lesson.

Positive effect also found on teacher's perception of the test, which thought that test was important to see how far the students' have understood the materials. The data showed that the test was very helpful for the teacher to identify the students' mastery toward the materials by seeing their score. Like what Dewi's (2018) said that formative test should give many of washback in order to increase students' capability in English. By realizing the students' capability, the teacher could consider how to measure that students have understood the material well. Because of the test seen by teacher as important things, this was influences the teacher to teach full of attention to the students' needs, so that the students could learn well and get appropriate score at their test.

. As Messick (1996, as cited in Afrianto p. 114) which explained that washback could influences language teacher and students to do things. In this research, the teacher gave her full attention in a serious way to make a fun class in order to make students interested in learning process. This seems similar with the result of

thesis done by Walkins (2005) which stated that the teacher seems aware of the teaching and learning process and sometimes concern to the strategies which students used to learn. The finding in this research also stated that the teacher give much attention in the level of students capability in English since not all of the students were really good in English. The teachers' effort to make all of the students understand well the material could see from the strategies that the teacher used like grouping the students where there consist of students which not really good and the students who has good capability in English. it was effective to make students learn together and helping for better understanding. Also, the teacher always use game in every meeting to raise the students' mood up so that students could get in o the learning with relax. The warm interaction and good communication between the teacher and students made the classroom condition peaceful and it was very good for teaching and learning process. The teacher also showed very good attitude when a student still not understand the material yet, she stated that she would come to the students for explaining personally.

2. The Washback Effect of Formative Assessment on Students

The finding of the most students showed that test made them study harder than before so that they get more familiar with English like what Yi Ching Pan (2009) stated as one of the indication of positive washback (Dewi, 2018). While negative washback also appeared in form of anxiety in some students which also considered as one of the indication of negative washback.

Positive and negative effect seen from the data which showed that most of students thought that test was important in education process since test made them relearn the materials, knowing their understanding limit toward the materials, studying more diligent, testing their English ability, trains their memory. Although there are also some students who did not think that test is not important in less. Those findings also correlated with what Afab et.al (2014) cited from Hughes (1989) which explained that testing is important since it provides information of individual's language ability and achievement. Based on those perceptions, this may considerate as positive washabck. This positive perceptions would affect to the next, students' learning process.

That test affect students in the way they learn, it correlated with what has uttered by Tayeb et. (2014) which found that test not just made students learn more active, learning individually and sometimes in a group even without any of instructions from the teacher, but they were doing based on their own will. The researcher here found that students became more active in learning because they also like English itself, not just because they have to getting high score in the test, even that they become more active in the days near the test day than in the daily meeting when they would have any of formative test

The data appeared showing that the students do varies way in their learning process in order to prepare for the test. According to Anderson and Wall (1998) a test will influence what learners learn and how learners learn. The data showed that students were doing: (a) Study about previous material; (b) Studying deeply about the materials they did not really understand; (c) Memorizing glossaries; (d)

Reading dictionary; (e) Doing English literature e.g: reading English book or article, watching video or film in English), and (f) Memorizing grammar patterns.