

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 first about the washback effect for student who use performance-based assessment on speaking class and the washback effect for teacher who use performance-based assessment on speaking class at SMP Citra Plus Citra Madinatul Ilmi. The finding will be explained i narratively. The result obtained from the analysis of interview the students and data of interview to the teacher, they have positive and negative effect then data of interview to the teacher that has positive effect.

A. Findings

1. The Washback Effect for Student Who Use Performance-Based Assessment on Speaking Class

This section presents the results of observation and interview about the effect of washback from English Performance-based assessments on speaking students as participants in this study. In this study, the washback effect on students are observed and represented in terms of whether the test has a positive or negative influence on the learning process and its effects on students.

The data presented that most of the students have a positive and negative influence on feeling toward the test. When the researchers conducted interviews to determine if students were happy with the teacher's lesson, the majority of them claimed that they were, when researcher gave a question about are you enjoying

this speaking class to PA as one of the participant of the interview, she proved it by her statement.

“Attending teacher’s class is fun and also the learning where teacher teaches is not too stressful so students do not feel pressured. She also adding her statement that even though test keep them busy studying, it still makes them felt challenging to do their best in the test”.

Based on the statement of PA, it can be determined that when he joined the language class taught by the teacher, she did not feel pressurized and enjoyed the lesson. It can also be observed in the PA's statement, although she appears to be constantly busy studying her lesson, she understands it very well since the classroom atmosphere set by the teacher does not put too much pressure on them when learning takes place.

Although they were excited, they also found that they were worried and had a hard time for various reasons, as MRF represented this concept by his statement.

“Every announcement of the test will be carried out, it makes me exciting, but sometime when I face the test at that day all students must be worried and wonder if the student will be able to pass the test or not”.

One of the anxieties of students, including MRF as the participant, is that the test is something that actually happens, but the feeling of being challenged within also comes along with the anxiety.

Another positive of performance tests is that it helped them a lot in practice tests. The test made them feel that test is the first way to them be confident to speak in front of the people. When the researcher gave the question

"Do you believe the test is required? Why?" The participant, AAD made a quick and clear statement.

"Yes, the test was extremely beneficial and it provided us with an insight into how well we studied and grasped the content, as well as how the material given might be applied."

As mentioned by AAD. He said that test was beneficial. AAD also said if it offers the student an understanding of how well they learn the material and how it might be applied. The practice test encourages student to be more engaged in English studies.

Positive and negative effects came from student's opinion. Every participant gave an opinion regarding whether or not the test is needed. Almost all of the participants stated that the test encouraged them to recall the material they had previously learned. Students saw it as helpful since they may forgot the lesson because they also study other subjects. When the researcher asked one of the participant about performance-based assessment is important or not, and why. MNAB, one of the participants said *"Yes, it was important because of the test we could relearn and understand the material"*.

Many students assumed the same way since taking a test requires mental preparation as well in English subject study. The researcher noted that the students' motivation for relearning the lesson is not just to score well on the test, but because they enjoy English. As a result, they recognized that relearning the material is a good aspect of the test. Concerning how the test impacts students' learning, the majority of the students learned about the previous task given by the

teacher, which also helped students to temporarily re-learn the material, and this test also influenced students to learn deeper into the parts they did not understand.

Finding out student deficiencies usually occurs when they are progressing for performing the test. When the researcher asked what they face when they come to the front of the class to perform a speaking performance test? NF as one of participant of this interview said in response to researchers' questioning.

"After moving forward, my heart rate increased, and frequently I used familiar English terms, and some of the words I prepared disappeared with my nervousness".

Based on the statement it means that they could suddenly got nervous and lost their vocab or focus on what they should speak, and this is where the teacher allowed them to ask about some word they do not remember to. So that all students could understand what the practitioner (student who practice the test) means when standing in front of the class. Not all students believe that tests require in the learning process. A student wondered whether or not tests were required. Student F as one of the participant said that *"The test is not really required, such as a school or national examination, because with this test, it does not really affect the exam which we will take"*. She believed that the performance task did not exist in the examination, so she did not see it as significant, and the test was not required.

The negative effects that usually arise are frequently felt by students when taking the test. This is confirmed by the statements of two participants NMHP and AA an express it by saying *"Speaking in front of a lot of people often makes me*

nervous, and always make me feel so anxious when people see that I don't know what to say". The next statement is from AA, in her statement mentioning that *"I do trying to rely on my ability on my performance test but if i could not do it, i used to speak in bahasa"*. They feel nervous, anxious and suddenly lose memory to speak what should be spoken when doing the test, so they react to code switching.

When the researcher asked the participant of how they deal the problems/ challenges while during the test. The answer of MFA is *"It's more like utilizing the language that I know than questioning the teacher about the vocab employed"*. Based on the statement we could see that some of students show that they were unsure what to say and sought advice from their teacher.

The students said they memorized the vocabulary and found it highly useful. Some students also said that they practiced English literacy by reading English books, viewing motivating English videos, and watching films in English in addition to learn the vocabulary provided by the teacher. Given that English includes a variety of grammatical patterns, students stated that they learned the grammatical patterns provided in the testing material.

The data showed that the test had an important part in the student learning process in a variety of ways. Students stated that they studied more since they had a test coming up, while others believed that they did not pay much attention to enhance their learning activities. The researcher classified student reactions into three classes after reviewing the data. Some students believed that the test made them study more, which is not the case, but they like English. Then some students

learned English in order to achieve great scores. The last class of students believed that the test did not encourage them to learn English. Since finding that the test required students to accomplish more than previously, the researcher looked at how long it took students to prepare for the English test. The majority of students said that they study hard two or even one day before the test. Students study according to their schedule, and as they said two or one days before the test they consider sufficient time to prepare, assuming they have another lessons to study at.

2. The Washback Effect for Teacher Who Use Performance Based Assessment on Speaking Class

In this study the effect of the teacher's washback will be observed and mentioned as the interview done, in terms of whether the test has a positive or negative effect on the teaching process and its effect on how a teacher teaches. This finding is also supported by observations of teacher teaching and teacher responses to researcher and teacher interviews. All data will be presented in detail below.

The emphasis is on performance-based tests that have a positive or negative effect on the teaching process. The teacher explained that the test was helpful for her because she could measure the students' abilities. This assessment intends to identify student deficiencies and then help the teacher to implement other strategies so students can learn and understand the material well. Based on the result of interview with teacher, performance based assessment also provide information about students' mastery and application of the material that has been

taught. The teacher also showed a positive perception, according to which the test is needed to measure students' ability in English and to find out how far students understood the material. The teacher explained that each performance test told about the students' improvement, but also showed the students' lack of understanding the material. All of it shows a positive washback.

This positive effect 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 student by referring to the 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. As an example, when she expresses what students achieve on their tests, teacher said things like *"excellent work"*, *"that was an incredible performance"*, or *"you are doing great"*.

The influence of the way teacher teaches, affects the teacher's method of teaching, teaching materials, and the attitude so that it makes a positive impact in the future. The test also produces scores for students, and about these scores, the teacher can assess students' mastery of the material. The results of student mastery are not only the responsibility of the teacher but also can be seen from the student's perspective. Turning to the students' side, the grades they got are the result of their efforts in learning. From the teacher's point of view, the score that students got is because of their kindness in teaching.

Related to the material that has been delivered by teacher, to make sure all students have understood the material. If not, students can ask the teacher to get a clear understanding. Then the teacher explained the parts that have not been understood, and gave an example, and the teacher came to the students to give more explanations if needed. The teacher said that the students' ability to understand the material was also influenced by the class atmosphere and the differences in students' English levels. Some students were good at English and some students were in the middle there are also students who were not very good at it.

The teacher's discussion during the interview went to other topic, her students. Teacher stated that she commonly detected students' inability to complete tests. So the researcher asked the teacher how to face any common difficulties during the teaching-learning process and the teacher conveyed her statement.

“Getting students interested in their learning by presenting themselves such as raising the loudness of their voices but not yelling so that students who were less focused became more able to pay attention to the content the teacher delivered.”

Teacher typically implemented learning techniques and material in class that is accessible to students of all levels of aptitude. Based on researcher' observation the teacher's strategy is generally to interest students by showing a few words and providing short questions and answers on the LCD.

The researcher found that most of the students stated that the teacher's teaching method was good. According to JNA, as one of the statements from participants who are considered able to conclude that the mother's learning

method is good. The statement below can be concluded that the teacher provides the material in an easy way. So the student easily understood the material that teacher gave.

“The way teacher taught was good because she really enjoyed teaching and starts the lesson by recalling the lesson. Especially when the teacher displays pictures or materials on the LCD or whiteboard also the body language made by the teacher also makes it easier for us to understand”.

Knowing what most students lack, when the teacher gave student a quick question or create a dialogue, they may take a lot of time due to a lack of word ability. As a result, the teacher decided to write a dictionary for the students to use in their practice test. Furthermore, it will improve students' word understanding and make the test easier.

Based on the researcher's observations, it is noticeable that the teacher has selected and determined the appropriate class activities for students. As a consequence, despite multiple issues and challenges, such as students lacking a glossary and therefore performing in Indonesian, the evaluation and assessment by students and teachers were effective. The use of adequate classroom facilities can be understood by both students and teachers so that the media needed in the classroom can be used and applied. The use of teacher creativity in the advertisement material has also been successfully carried out by students bringing one item that can be used as a reference for making advertisements that they display in front of the class. According to the opinions of various students above, it is claimed that the teacher makes students enjoy language class more every time they attend. Teacher used the harm tone and voice to create a class climate that is

not too stressful for the students in a teaching learning activity. Giving feedback in-class activities, as well as verbal encouragement such as "*good luck*", "*great*", and so on, can help students get more enthusiastic about their lack of confidence after the practice test has been performed.

Researcher' observation of students speaking English classes show that students may independently learn from what they have to do, such as underlining what they do not understand. The students then report whether or not they understand the content and ask the teacher directly. Based on the observation, it is noticeable that students' movement during the performance test has different challenges, such as being nervous, worry, losing or missing words, being silent, utilizing mother language and questioning the teacher about the terms they do not know.

B. Discussion

1. The Washback Effect for Students Who Use Performance Based Assessment on Speaking Class

The majority of the student findings appear on the day of the test. The use of this test might encourage students to re-open notes and recall previous lessons in order to study more diligently. The assumptions that could be inferred from this can be represented as a test practice has positive effect. Darling-Hammond also mentions the use of structured and detailed assessment to determine test results from what students do to achieve success through student self-coordination. It is intended that by using tests that performed by both teacher and students, the students would be able to extend and improve the range of understanding that has

been carried out. While the negative effect of washback could be observed in students' worries, anxiety, and insecurity, and the tests provided cannot be completed by students, they are not stimulated by the test.

According to the data, the majority of students believe that the test they take is important. Not only because they want to get a good score or they enjoying the English lessons, but also because taking the test can encourage students to study and re-understand the material, they also could analyze their weaknesses and strengths after doing the test. After the test passed, one of the students mentioned that the practice tests that they did would not influence the national exams they would face because the exams specifically based on reading or listening. According to the previous student's statement, the provided statement indicates that there are both positive and negative effects on the student's point of view. Teaching based on student measurement in education, which relates to this assessment has an influence on teaching and learning following Alderson and Wall (1993).

The results demonstrated that some students prepare for the test using various methods during their learning experience. A test can affect what and how students learn, in addition to the effect it has on the teacher's side. Following the student data, their preparation for the practice test includes: (a) studying previous material; (b) deeply studying material that they do not fully understand; (c) memorizing the glossary; (d) reading their notes; (e) practicing English literacy (eg. reading books, watching videos on social media, or watching movies in English); and (f) memorizing grammatical patterns.

2. The Washback Effect for Teacher Who Use Performance Based Assessment on Speaking Class

Teacher participation in this study is highly beneficial in diagnosing more than just test results and student data so that the data produced is balanced and acceptable. The determination of the outcomes will be seen from the researcher's diagnosis of teacher and student responses based on observations and interviews with several students. In class washbacks will also provide detailed reviews of practical tests and various components of teaching and learning, as well as demonstrate how students and teacher employs performance-based assessment. Therefore, the positive and negative effects of washback are aimed at determining if the tests operated and applied by both students and teacher will be beneficial or not and whether they can or cannot be developed. As a result, it is important to do a washback analysis so that both teacher and students understand the final results of the effect of using the tests that have been demonstrated. This is also comparable with research conducted by Dewi, which indicates that the washback will provide a thorough analysis of the test.

According to the result of this research, the English teacher considered that the test conducted was extremely significant in determining the quality in terms of determining how good the students' understanding and knowledge of English subjects were when the teacher taught their students. Based on this statement, it is important to determine that the positive effect is connected to the teacher's perception that the test is not only important for her but also students' understanding and is capable of measuring how well students work. As a result,

the performance-based assessments they took had importance and influence depending on the students' ability. An excellent and extendable test encourages teacher to achieve several advantages in assisting students to improve their English abilities, especially speaking skills.

In this research, the teacher pays close attention to the entire class by employing simple and enjoyable approaches for students, teacher also made the process of teaching and learning easier for students to understand. By recognizing and paying attention to how the teacher's learning approaches fit the needs of her students, the teacher also recognizes that not all students in their class have outstanding English abilities. What the students said about the ways the teacher taught through the teacher's body language and the application of media in the classroom demonstrated the teacher's efforts to increase student understanding of the content. This makes it easier for students to understand the learning material in the English subjects that the teacher provides.

The classroom atmosphere created by the communicative and fascinating teacher is effective in encouraging positive relationships between the teacher and students, bringing in a calmer classroom environment throughout the teaching and learning process. Messick on his research validates the atmosphere created by communicative teacher and the strengthening of the interaction between teacher and students. Even when some students do not understand the subject, the teacher maintains a positive attitude by briefly and simply explaining what they have not understood about the material offered.