



**ANALYZING WASHBACK OF ENGLISH NATIONAL
EXAMINATION 2019 TOWARDS STUDENTS'
PERCEPTION AND TEACHERS' TEACHING
METHOD BASED ON 2013 CURRICULUM
IMPLEMENTATION**

a final project
submitted in a partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English

by
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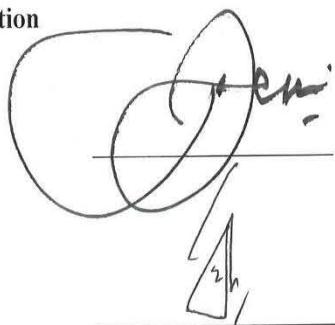
APPROVAL

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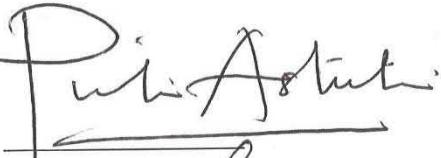
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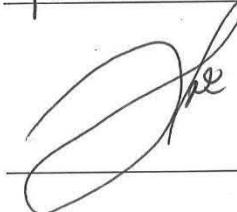
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STATEMENT OF ORIGINALITY

I, Ragil Krisnandani, hereby declare that the final project entitled *Analyzing Washback of English National Examination 2019 Towards Students' Perception and Teachers' Teaching Method based on 2013 Curriculum (A Case in SMA N 1 Sigaluh)* is my own work and has not been submitted in any form for another degree or diploma at any university or another institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, December 2019


Ragil Krisnandani

MOTTO AND DEDICATION

“Never stop learning, because life never stops teaching”

(Buddha)

This final project I dedicated to:

My beloved family

My beloved friends

English Department, UNNES

ACKNOWLEDGMENTS

I would like to express my sincere appreciation to those wonderful people who have influenced and supported me in my entire life, especially in this thesis writing.

My sincere thanks go to Dr. Hendi Pratama S.Pd. M. A. who has given me his best advice, insights, arguments, and patience to guide my final project for its finalization.

Thanks to my parents, Sudirno and Sariyem, who provided me with a home and wonderful education for me. Without them, I would not be able to be what and where I am now.

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To my lovely boyfriend, mas Adi, who has provided me some facilities for me when I need for doing my assignment, like internet network and who always motivates me every time I was down.

To my beloved friends, Anika, Ayu, Dinda, and Acih who has been my friend for four years. Let us meet on top, someday.

I hope this final project is useful for the readers and beneficial to the English teaching and learning process. However, at last, I realize that this final project is still far from being perfect, and therefore, any criticisms, ideas, and suggestions for its improvement will be greatly appreciated

Semarang, December 2019

A handwritten signature in black ink, appearing to read "Ragil Krisnandani".

Ragil Krisnandani

ABSTRACT

Krisnandani, Ragil, 2019. *Washback Analysis of Students' Perception and Teachers' Teaching Method of English National Examination 2019 Based on 2013 Curriculum Implementation (A Case in SMA N 1 Sigaluh)*. Faculty of Languages and Arts, Universitas Negeri Semarang. Advisor: Dr. Hendi Pratama, S. Pd. M. A.

Key Words: Washback, Perception, Teaching Method, English National Examination, 2013 Curriculum.

This study aims to investigate the washback of the Computer-based English national examination viewed from the students' perception and teachers' teaching methods a case in SMA N 1 Sigaluh in the academic year of 2018/2019. The research design used in this research is the qualitative descriptive method. The research participants consisted of 8 students who were chosen randomly and 2 English teachers who teach twelfth-grade students. The data were derived from an interview, a questionnaire, and documentation. The data were then analysed by the statistical and interpretation. The implementation of new examination system as the effect of 2013 curriculum showed that the Computer-based English national examination brings positive and negative washback to both the students and teachers. The national examination encourages the students to study harder than usual because the national examination still becomes an important test for them as the requirement to apply for a job or enter a university. Nevertheless, the national examination makes the students focus on studying only the subjects tested in the national examination. Moreover, the national examination also makes the teachers try their best to provide the students their best teaching methods and various media and books in the teaching-learning process in order to prepare their students to face the English national examination. Nonetheless, they also only focus to teach the students writing, reading, and listening skills which tested in the national examination. Furthermore, because of the time for preparing the students to be ready to face the national examination is limit, the teachers also narrow the curriculum, the teachers teach the students the material included in the table of specification of the national examination (SKL).

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CHAPTER I

INTRODUCTION

This chapter discusses the following sub chapters in turn: The background of the study, the reasons for choosing the study, the research problems, the objectives of the study, the significance of the study, the scope of the study, the definition of key terms, and the outline of the study. However, the further explanation will be discussed below.

1.1 Background of the Study

Education is an essential part of human life. In this globalization era, education help people to adapt changes which happened everywhere. It is the reason why the people place it in a first priority that has to be fulfilled by them. Indonesia, a big country with a lot of people inside also puts education as an important aspect to be fulfilled by its citizen. It is proven by one of laws that Indonesia has; that is, Constitution of National Education System number 20 year 2003 which about the obligatory for Indonesia citizen to study minimally 12 years (the compulsory studies of 12-years-education). According to Hamid Muhammad Amanah as the General Director of Primary and Secondary Education states that 12 years compulsory is listed in the National Medium-Term Development Plan in the year of 2015-2019. The purposes of this plan is to provide service, expansion, equity of the opportunity to get education quality for each Indonesian citizen age up to 21 years in secondary

education level (Hartono, 2015). Nevertheless, in order to be able to complete the compulsory studies of 12-years-education required by the government, the Indonesian students must be able to pass three schools levels; they are, primary school, junior high school, and senior high school. In order to pass through each level, there is a test that the students have to face so that they can get through each education level properly. The test is mostly known as the National Examination.

National Examination is a national test held by the government which design to examine students' performance or competence (Bharati, 2004). According to the Education and Cultural Government Regulation Number 5 in 2015 on the second article that:

The students are stated graduate from an education unit after:

- (1) Finish every study program
- (2) Get at least good attitude/ behavior score
- (3) Pass Schools' examination

Students' graduation from schools' examination as stated in the first clause is settled by province education department. Furthermore, national examination also can be a benchmark to evaluate the success of teaching and learning. The result is also used as one of important inputs as well as feedbacks to formulate programs for the betterment and advancement of national education quality. In preparing to face national examination, teachers will be pushed to teach better using their own best teaching method and students will be motivated to study harder as they try hard to meet the demands of the examination (Shepard, 1991). Furthermore, the purpose of

the national examination is different from time to time. In the beginning, the national examination's result was used as the only determiner for the students' graduation. However, the regulation changed in which the national examination's score was no longer used as the only determiner for students' graduation but a part of the requirements for the students to graduate from each school level (Aprianto, 2013). Nevertheless, started in 2016, the score of the national examinations no longer used as graduation determiner. Furthermore, the result of the result of the national examination also brings a social effect for the school. According to Marchant (2004) states that high stakes test as a test effect for students and teachers and its impact in the public perception toward the schools. It can be concluded that in Indonesia, the national examination brings pride for a school when its students have a perfect score in their national examination. It leads to a better perception from the public and, as a result, it can be used as the school promotion to the citizen around. Moreover, from the reasons mentioned above many schools still give a special treatment for the national examination.

The special treatment that the school does to face the national examination brings two kinds of effect for both students and teachers, it is well-known world-wide as washback. Washback is the term used to evaluate the effect of examination on teaching and learning (Alderson and Wall, 1993). Study based on Cheng and Curis (2004) and Luxia (2005), showed that washback may have a positive or a negative or no influence on teaching and learning. According to Bachman (1990), positive washback occurs when the assessment used reflects the skills and content taught in

the classroom. Negative washback refers to the unexpected, harmful consequences a test. Alderson and Wall (1993) states that negative washback is defined as “the undesirable effects on teaching and learning of a specific test. The tests may fail to reflect the learning principles and the course objectives to which they are supposedly related.” There some negative washback of exams, but according to Wiseman (1961) cited in Beikmahdavi (2016) one of strong effect of negative washback is that a growing number of coaching classes are set up to make ready learners for exams, but what learners will acquire are test-taking skills instead of language task. Teacher’s selection of methodology is also highly influenced by the thought that the students have to take certain tests/examination. Teacher attitude towards an exam would seem to play an important role in determining the choice of methods used to teach exam classes. The type and amount of washback on teaching methods appears to vary from context to context and teacher to teacher. It varies from no reported washback to considerable washback. The variable in these differences appears to be not so much the exam itself as the teacher. Furthermore, the implementation of 2013 Curriculum also affects the model of examination. Since 2015, in Junior High School and Senior High School used Computer-based Test Exam that affects students and teachers’ attitude. The study, however, focuses on the English national examination considering the fact that the writer comes from an English Department. In the local even the national mass media, people have expressed agreements and disagreements towards that decisive role. There are many pros and cons of computer-based national examination that expressed by the government, the school circle, students, or the

public society. For the government as the organizer of computer-based national examination, this national examination system saves less paper and the distribution of materials is fast, cheap, efficient, and can narrow the opportunity of the national examination questions leaked from irresponsible people. For the students, the teachers, and the public society, however, this system is very complicated and intractable because its preparation of had been not ready yet. There have been very few studies on the effect of English National Examination as a high-stakes test on the teaching and learning process of English. The arguments also tend to be general as they are rarely directed specifically towards the effects of the national examination of a specific subject like English on the teaching and learning of the subject. Therefore, very little evidence can be used to support suggestions to improve the quality of the teaching and learning process of the subject. Through the implementation of Computer-based national examination as the Indonesian new examination system, it is interesting to see how teachers prepare their students and how students prepare themselves for the English national examination. Therefore, the researcher would like to analyze washback effect of national examination viewed from students' perception and what teaching method used by the teacher based on the implementation of 2013 Curriculum in SMA N 1 Sigaluh in the academic year of 2019/2020. As the dominant format of the high-stake tests was multiple-choice, the result of the study could possibly be concordant with the findings of the previous study. In such case, the result of this research could provide more evidence both positive and negative washback of the English national examination. However, the writer expected some unique results

considering that student admittance to senior high school in Indonesia made the schools relatively homogeneous in terms of the students' achievement.

1.2 Reasons for Choosing the Topic

The reason why the writer chose the topic about English national examination because the fact the the writer comes from an English Education Program. Moreover, the national examination has always been a hot topic in everywhere. Since 2013 Curriculum is implemented as the Indonesian national curriculum, it also changes of National Examination in Indonesia. Indonesia has used Computer-Based National Examination (UNBK). In UNBK, the students were no longer doing their national examination on a piece of paper, but in a computer online. In 2016, students needed to take 6 subjects that divided into 3 compulsory subjects and 3 course related course when they were sitting for national examination. But since 2017, students are given a chance to choose one subject from course related subjects. So in UNBK, there are 4 subjects tested in Senior High School; they are Indonesian, Mathematics, Stream subject (Natural science, Social studies, Language, Religion, Vocational) and of course English.

English as a foreign language is tested in the national examination because it is an international language which is very important for the student to be learned. Even though in 2013 curriculum English lesson's meetings are decreased, it does not make the importance of it decreased as well. Therefore, it brings impact to both students and teachers in the way of the teaching and learning process. When national examination is coming, both students and teachers usually try their best to find a way

to get rid of the difficulties by giving more intensity to the process of teaching and learning in class. It will give the teachers a challenge to use a proper teaching method in preparing students facing the National Examination. The students also study harder in order to prepare the national examination.

From the reason above, the writer decided to conduct research in the washback of English National Examination involving Senior High School students and teachers as her participants. By this study, the writer hopes it can be used as a reference for another research who conducts a study that has the same topic like hers. She also hopes that this study can be useful as a reflection and evaluation by the participants to get better in the future.

1.3 Research Questions

The writer formulates the research questions as follows:

- (1) What is washback of the English national examination viewed from the students' perception in SMA N 1 Sigaluh?
- (2) What is washback of the English national examination viewed from the teachers' teaching method in SMA N 1 Sigaluh?

1.4 Objectives of the Study

The objectives of the study can be stated as follows:

- (1) To explain what the washback of the English national examination viewed from the students' perception in SMA N 1 Sigaluh.
- (2) To explain what the washback of the English national examination viewed from the teachers' teaching method in SMA N 1 Sigaluh.

1.5 Significance of the Study

Since the researcher decided to carry out the research under theme the washback analysis of English national examination 2019 towards students' perception and teacher's teaching method on the implementation of the 2013 Curriculum, it is expected that:

- (1) Theoretically, the researcher hopes that his study can be used as a reference for other researchers who take washback as their study. The researcher also hopes that this study can be used as a tool for not only English Department students, but also for people to enrich their knowledge about washback phenomena.
- (2) Pedagogically, the researcher hopes it can be useful to any other researchers who take the same topic as hers. By this study, the researcher wants to share her knowledge about washback phenomena related to the field of education. Hopefully, the study can also be used as a general consideration for the school's citizens in preparing the national examination.
- (3) Practically, the researcher hopes that the result of this study can be useful for teachers, students, government, and other researchers. For the teachers, it can be used as a reflection for the next national examination implementation, especially in managing the teaching and learning process to have a better preparation with using proper teaching methodology to help students facing the national examination. For the students, hopefully it can be able to be the kind of evaluation

for the students in a matter of study and act for preparing the national examination. For the government, the result of the study can be used as the kind of evaluation for the government to hold a better national examination for the next following years. And for the other researchers, the study can be used as a reference by the other researchers who take the same topic as this study.

1.6 Limitation of the Study

Based on the research problems mentioned by the writer before, the subject of this study is limited to the students and the teachers due to the consideration of the limited time, fund, and the researcher's capability to conduct a larger study. In this study, the students are investigated about their perception of English national examination. On the other hand, the teachers are investigated in the teaching methodology they use to teach their students.

1.7 Outline of the Study

In order to make the readers comprehend this study, the final project is systemized as below:

Chapter I provides an introduction about the washback of the national examination on the students' perception and the teachers' teaching methods. It includes the general overview of the basic framework of the study. This chapter contains the background of the study, the reasons for choosing the topic, the research problem, the objectives of the study, the significance of the study, the limitation of the study, and the outline of the study.

Chapter II is the review of related literature. It contains the review of the previous studies, the review of theoretical background, and the theoretical framework of the study.

Chapter III presents research methodologies. This chapter includes the research designs, the subjects of the study, the roles of the researcher, the types of data, the procedures for collecting the data, the procedures for analyzing the data, and the techniques of reporting the data.

Chapter IV shows the findings and discussions of the study to the reader. It explains in detail about the findings and discussions that the researcher gets through the instruments that spreads to the subject of this study.

Chapter V discusses the conclusion, weakness and suggestion of this study. This chapter is the last chapter that provides the idea of the researcher that concludes the study that she made and consists some suggestion provides by the researcher on the study that she conducts. In addition, the writer also mentions the weaknesses of this study.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents the review of related literature of this research, which consists of three sections. The first section is review of the previous studies. It provides several previous studies about washback conducted by some researchers that as references by the researcher. The second section is the review of the related literature that consists of a specific explanation of key terms related to the topic. The last section is the theoretical framework that presents the basic guideline of the next process of the research.

2.1 Review of Previous Study

There are some studies conducted by some researchers that related to the topic. The studies are mostly conducted to investigate the effect of a test towards participants around it in a various way. The following some studies are discussed as follows:

In 1993, Alderson and Wall conducted a study which examined the impact of the Sri Lankan study. The purpose of this study was to describe the impact of a new examination in English language teaching in a secondary school of the Sri Lankan studies. The study showed that both positive and negative were found in the content of teaching and ways of assessing. Nevertheless, in that study was not found how teacher teach their students. In short, in the Sri Lankan context, test had impacts on what teachers teach but not how they teach.

In the next two years, Cheng (1995) also found that the washback affected changes in teaching materials. He used qualitative and quantitative methods on the washback effect of the revised Hong Kong Certificate of Education Examination in English in Hong Kong secondary schools. To collect the data, he did interview and gave questionnaires to 42 students and 48 teachers, and also did classroom observation. The results of this study proved that the washback effect worked quickly and efficiently to bring changes in teaching materials, largely due to the commercial characteristics of Hong Kong society, but somewhat slowly, reluctantly, and with difficulty in the methodology that teachers employ.

Then, Alderson and Hamp-Lyons (1996) also conducted a research about a washback of TOEFL preparation courses. The purposes of the study is to explore and understand what things are happening in TOEFL preparation classrooms. They got the data by interviewing a group of students and two teachers teaching both in TOEFL preparation and non-TOEFL preparation class and observing the classroom by using field notes and audio-recordings. This study found that TOEFL affected both what and how teachers teach. Unfortunately, there was no explanation about why they taught the way they do between TOEFL and non-TOEFL teaching.

Furthermore, Spratt (2005) conducted a study about the implications for teaching and learning of studies of washback for exams. This study reviewed the empirical studies of washback from external exams and test that had been carried out in the field of English language teaching. The purpose of this study was to do so from the teachers' point of view to provide them with a clearer idea of the roles they could

play and the decisions they could make concerning washback. Furthermore, the result of the study showed that the role of teachers in determining types and intensity of washback was very crucial, and how many teachers could, therefore, become agents for promoting positive washback.

However, when Alderson and Wall could not find the washback effects on the teachers' teaching methodology. In 2012, Ahmad and Rao found in it. They conducted a research about examination washback effect on the syllabus, teaching methodology, and the learners' communicative competence. The purpose of the study was to evaluate the implication of washback effect on teacher's selection of teaching methodology English language teaching at higher secondary level in Pakistan and also to examine whether the new testing system in Pakistan had any effect on students' communicative competence. They got the data by analyzing some documents like syllabus for higher secondary class and examination question paper for the 11th grade and 12th grade, classroom observation, and interview with the teachers. The study found that the teachers' selection methodology especially the teachers who chose Grammar-based Examination as their teaching methodology would affect students' communicative competence.

In addition, Moradi and Ghabanchi (2017) also conducted a study about the effect of washback on teaching methodology in distance education EFL. The study was to investigate whether the centralized final examinations at Payame Noor University (PNU), Iran's distance education university, had any washback effect on teaching methodology and what kind of washback it might take. They got the data by

giving a questionnaire for both PNU students and professor, then analyzed through descriptive statistics, Chi-square test, independent t-test, and one-way ANOVA. The results of this study indicated that PNU EFL final examinations have washback effect on teaching methodology and the ositive washback effect was more dominant than negative washback effect.

The others research of washback in the education aspect is a research which was conducted by Mizutani (2009). The study was about investigation of the mechanism of washback in the context of a new national standards- based assessment system in New Zealand, and focused on the area of the teaching and learning of Japanese as a foreign language. There, mentioned that the study had three studies; studies One and Two investigated washback effects on NCEA as perceived by Japanese' teachers and students and views that NCEA had contribution to the washback effects and studies Three was to explored that contextual factors like subject and gender had role in mediating washback. He got the data by giving questionnaire to the teachers and students and got the result that some contextual factors played in role in mediating certain types of beliefs and washback effect. The results of this study also showed that positive washback would be promoted when participants' beliefs were in line with the intentions of the assessment.

Some researcher not only interests to investigate washback in the aspect of education, but also there is a researcher who made a research of washback in the social and economic aspect. For example, Ozmen (2011) who analyzed the washback effect of Selection Examination for Profesional Posts in Public Organization (SEppo) on

prospective English teachers. The aimed of this study was to report the washback effect of the SEPPO in Turkey. This study used mix method design and they got the data by interviewing 164 student-teachers following a private SEPPO course to provide a clear portrait of the prospective teachers' experiences about the examination. The result of the study showed that the SEPPO created negative and harmful effects not only on the student-teachers but also on educational faculties and families.

Based on the some previous studies about washback above, it can be concluded that the study of washback has been increasing throughout the world. It is proved that not only conducted by researcher from a foreign country but also conducted by some researchers in Indonesia. Even though the study about washback is still rare to be found in Indonesia, there is some researchers that interested to analyze washback in their research.

In 2009, Sudiyem conducted a study about the washback of the English national examination on the process of the English teaching and learning. The aimed of this study was to find out whether there was evidence of washback of the English national examination on the process of English teaching and learning in grade XII of SMA N 2 Bantul or not. The method which was used in this study is qualitative method. They got the data by doing classroom observation and interview to English teachers and the 12th grade students of SMA N 2 Bantul. The result of this study showed that negative washback effect dominantly affected on the process of English national examination's teaching and learning. The study also revealed that some aspects, such

as; teaching materials, teaching activities, and exam preparation time mostly affected by the English national examination.

Then, Furaidah, Widiati, and Saukah (2015) from Universitas Negeri Malang, Indonesia also conducted a study about the washback of English national examination in the Indonesian context. The purpose of the study was to examine how the teacher taught English to prepare students for high-stakes English national examination. The method they were used is exploratory qualitative method. They took the data by interviewing eleven teachers from two high-achieving and three low achieving schools. The result of the study showed that teaching English to prepare the students for ENE affected the washback of ENE. The study also found that the intensity of washback can be related to the quality of the school, the school of low achievers were found having more intensive negative washback than those school of high achievers.

The next two years, Nahdia (2017) from English Department of Universitas Negeri Semarang conducted a research about the washback analysis of English national examination based on the students' perception and teachers' teaching material. The purpose of this study was to investigate the washback of the English national examination based on the students' perception and teachers' teaching material. Therefore, to solve this problem in this research was descriptive quantitative research. The population of the research was English teachers and ninth grade students of SMPN 12 Semarang. The data was taken through observation, interview, questionnaire, and documentation. The result of this study showed that English national examination happened in SMPN 12 Semarang bring both negative and

positive washback. The study explained that English national examination can motivate the students to study harder but it also stressed the students out. For the teachers, English national examination motivates them to equip the students with the best material that advantageous for the to be ready to face national examination but it also make teachers ignored some skills, they just focused on two English skills which needed in national examination, that is, reading and writing skills.

Based on some previous studies mention above, the washback analysis is mostly conducted high-stakes test in a country. Nevertheless, in Indonesia, the study of washback is rarely found. For that reason, the writer decided to deal with washback analysis of the national examination as high-stakes in Indonesia.

2.2 Review of the Theoretical Study

This part will explain some related review related to study that is about concept of washback, English national examination, perception, teaching method, and curriculum 2013.

2.2.1 Washback

At this point, the writer presents some part of washback that will give more understanding about the washback itself. This part consists of the definition of washback, types of washback, washback components, and area affected by washback.

2.2.1.1 Definition of Washback

Washback, or also known as backwash is the effect of testing on teaching and learning process (Hughes, 2003). Alderson and Wall (1993) also defined washback as the power of examinations that takes control of things happen in the classroom.

Then, Alderson and Hamp-Lyons (1996) defined washback as the influences that writers on language testing, syllabus design, and language teaching believe a test will have on the teaching that precedes it. In addition, Hamp-Lyons (1997) cited in Loumbourdi (2013) described wasback is one of a set of terms that have been used in general education, language education and language testing to refer to a set of beliefs about the relationship between testing and teaching and learning. Then, Green (2013) defines that washback as test effect of a test preparation on the teaching and learning. According to Brown (2003), washback is the effects of an assessment on the instructions of the students test preparation. Furthermore, Shohamy (2001), as cited in Bailey (1999) summarizes four key definitions that are useful in understanding the washback concept:

- (1) Washback effect refers to the impact that tests have on teaching and learning;
- (2) Measurement driven instruction refers to the notion that test should drive learning;
- (3) Curriculum alignment focuses on the connection between testing and teaching syllabus;
- (4) Systemic validity implies the integration of tests into the educational system and the need to demonstrate that the introduction of test can improve learning. Tests can also have effects beyond the classroom. The wider effects of tests as a whole, including the school, are referred to as test impact.

In addition, also summarized the definition of washback as follows:

- (1) Washback refers to the effects to the effects of testing on teaching and learning;

- (2) Washback can be so powerful that it may direct teaching and learning;
- (3) A test may affect not only teaching and learning, but also the educational system, and even the society as a whole;
- (4) Washback in an essential aspect to consider when evaluating a test.

In conclusion, based on the definition above, it can be concluded that washback is an effect of testing on teaching and learning process in the classroom in order to prepare the test itself.

2.2.1.2 Dimensions of Washback

Xu and Liu (2018) stated that to analyze washback phenomenon well, it is necessary to investigate it from different dimensions, so that we may look into its nature from various aspects. According to Xu and Liu (2018), washback can be seen through six main dimensions; they are namely, direction, extent, intensity, intentionality, length and specificity.

(1) Direction

Washback can be either positive or negative. Xu and Liu (2018) stated that a test may facilitate teaching and learning, proving useful information and generating strong motivation if it well designed and appropriately used. On the other hand, a test may lead to negative washback if poorly designed and inappropriately used. On the other hand, according to Pearson (1998) as cited in Cheng et al (2008), washback effect of a test will be negative if it fails to reflect the learning principles and course objectives to which the test supposedly relates, and it will be positive if the effects are beneficial and “encourage the whole range of desired changes”). Whether a test will

generate positive or negative washback is depend on the focus of most washback studies, in Xu and Liu (2018) summarized various ways to promote positive washback, they are:

- (1) To improve the test, such as using direct and authentic testing, sampling widely, reflecting the full curriculum, employing various testing formats, and so on;
- (2) To facilitate the stakeholders, ensuring that they have adequate knowledge and resources to meet test demands, as well as taking a desirable attitude towards the test;
- (3) To enhance communication between test designers and stakeholders, such as providing timely test report, offering teacher training, and so on.

However, Messick (1996) also defines washback as a serious influence of a test to the language teachers and learners for doing things they will not crucially otherwise do which promote or inhibit language learning. Therefore, from the saying, it can be concluded that washback as test effect can be powerful determiners that influence what teachers and learners do both positively and negatively.

Furthermore, according to Pearson (1998) in Cheng (2004), the washback effect of a test bring a negative effect if it is unable to reflect the learning principles and course objectives to which the test supposedly relates and it will bring a positive effect if the effects are advantageous and encourage that whole range of desired changes. Alderson and Wall (1993), on the other hand, stress that the quality of the washback effect might be independent of the quality of a test. Any test, a good one or a bad one, may bring beneficial or detrimental washback effects result.

(2) Extent

Xu and Liu (2018) stated that a test may influence students, teachers, school administrators, textbook writers, etc. As the result, in a washback study, it is important to first determine the research extent, whether it is the school context or the educational system as whole. A classroom achievement test may affect a certain class only; while a high-stakes test, such as a nation-wide selection exam may affect not only the teachers and students involved, but also the related parents, textbook writers, and even the whole society.

Xu and Liu (2018) recommended in a washback study, it is important if the extent of the washback effects shall be investigated, so that a better overview of the study can be achieved.

(3) Intensity

The third dimension according to Xu and Liu (2018) is intensity. They stated that washback can be either strong or weak. If the impact is strong enough a lot of classroom teaching activities can be determined by it, such as what to teach and how to teach, event stakeholders' attitude to teaching and learning. The intensity of washback is often related to the stakes of test; that is, the more important the test, the more intense its washback.

(4) Intentionality

Xu and Liu (2018) stated that washback can be either intended or unintended. Intended washback refers to the effects of washback that test designers can predict or want to encourage. For example, the intended washback effects of English National

Examination are to motivate students to learn, to provide feedback information, and so on. Moreover, if some new test items are introduced, the intended washback may be to improve teaching and learning with the guiding effects of the test. However, a test may also bring about some unintended effects, such as the anxiety among student students, long-term test-taking technique training, etc.

(5) *Length*

Length in washback study means that washback can exist for a short time or last for a long term. Xu and Liu (2018) stated that the effects like motivating students to learn may disappear shortly after the test is over, while the learning habits developed when preparing for the test may last a life time. Thus, longitudinal study should be carried out to investigate not only the immediate effects of a test but also its influence in the long run.

(6) *Specificity*

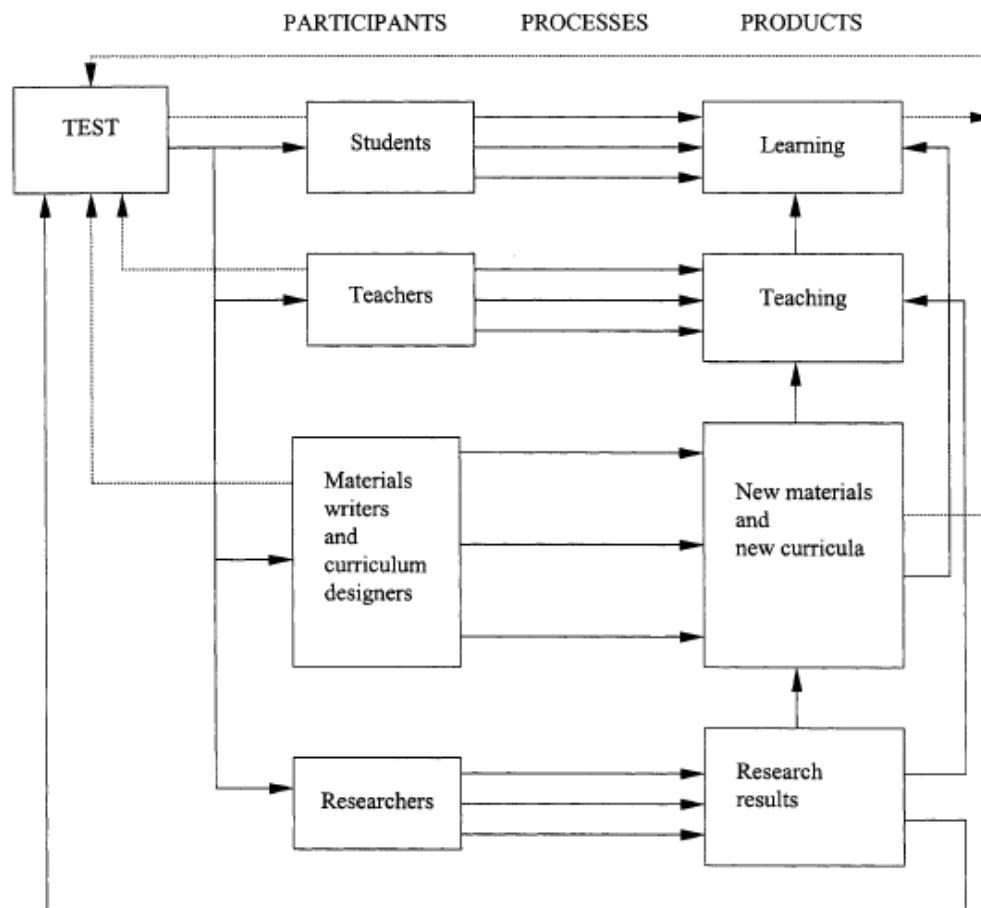
The last dimension is *Specificity*, means that washback can be either general or specific. Xiu and Liu (2018) explained that general washback refers to the effects that may be generated by any test, such as motivating students to learn and providing feedback information; while specific washback relates only to a certain test or test type, such as the washback effects of multiple-choice phonetics questions. Therefore, when investigating washback, attention should be paid to exploring the specific effect of attest, apart from reviewing the general washback.

2.2.1.3 The Function and Mechanism of Washback

Cheng et al (2008) states that a test can come at the end of teaching and learning process and can come first in the teaching and learning process. But traditionally, tests come at the end of the teaching and learning process as the evaluative purposes. Then, when tests come first in the teaching and learning process particularly are used as levers for change, new materials need to be designed to match the purposes of new test, and school administrative and management staff, teachers, and students are required to learn to work in alternative ways, and often work harder, to achieve high scores on the test. Cheng et al (2008) said that changes of the teaching and learning context can occur as the result of a new test, although the consequences and affects may be independent of the original intentions of the test designers, due to the complex interplay of forces and factors both within and beyond the school.

2.2.1.3.1 Hughes' Washback Trichotomy

. In 1993 cited in Bailey (1966), Hughes conducted a study that revealed a model of backwash to illustrate the complex mechanisms through which washback occurs in actual teaching and learning environments. Bailey (1996), he mentioned there are three components of backwash; they are, participants, process, and product in teaching and learning. Those aspects are believed affected by the nature of a test.



(Bailey, 1996, p. 264)

Figure 2.1
A Basic Model of Washback

From Hughes' trichotomy, it can be seen that washback have three components; they are, participants, processes, and product. In the Hughes framework (1933:2), *participants* include students, classroom teachers, administrator, and materials developers and publisher. Hughes (1993) stated that participants are all of

whose perceptions and attitude toward their work which be affected by a test. The term *process* means any action taken by the participants which may contribute to the process of learning. According to Hughes cited in Nahdia (2017), such processes include material development, syllabus design, changes in teaching methods or content, learnig and/ or test taking strategies, etc. The last component of washback is *product*, it refers to what is learned and the quality of the learning.

Hughes (1993:2) further states:

The nature of a test may first affect the perception and attitudes of the participants toward their teaching and learning tasks. These perceptions and attitudes in turn may effect what the participants do in carrying out their work (process), including practicing the kind of items that are to be found in the test, which will affect learning outcomes, the product of the work.

In other word, here Hughes stresses the participant's perception and attitudes and how these factors affect what they do.

Alderson and Wall (1993) focused more on micro aspects of teaching and learning. They proposed a set of 15 washback hypotheses based on the findings of their Sri Lankan study and the limited literature available in the field of applied linguistics at that time. The hypotheses were as follows:

- (1) A test will influence teaching.
- (2) A test will influence learning.
- (3) A test will influence *what* teachers teach; and
- (4) A test will influence *how* teacher teach.

- (5) A test will influence *what* learners learn; and
- (6) A test will influence *how* learners learn.
- (7) A test will influence the *rate* and *sequence* of teaching; and
- (8) A test will influence the *rate* and *sequence* of learning.
- (9) A test will influence the *degree* and *depth* of teaching; and
- (10) A test will influence the *degree* and *depth* of learning.
- (11) A test will influence attitudes to the content, method, etc. Of teaching and learning.
- (12) Tests that have important consequences will have washback; and conversely
- (13) Tests that do not have important consequences will have no washback.
- (14) Tests will have washback on *all* learners and teachers.
- (15) Tests will have washback on *some* learners and *some* teachers, but *not* for others.

In an attempt to illustrate different aspects which could be affected by assessment, Alderson and Wall (1993) made a distinction between teaching (Hypotheses 1, 3, 4, 7, and 9) and learning (Hypotheses 2, 5, 6, 8, and 10). Three hypotheses (11, 14, and 15) described washback on both teachers and students and two hypotheses (11 and 12) referred to the nature of a test itself. Alderson and Wall (1993) separated the content taught (Hypotheses 3 and 5) from the teaching methodology used (Hypotheses 4 and 6). Hypotheses 7 and 8 referred to how quickly and in what order teachers taught and students learnt because of a particular test, while

Hypotheses 9 and 10 addressed washback on both teachers and students in terms of the quality and quantity of teaching and learning. This model of washback also addressed possible variability of washback effects depending on individuals as well as the possible impact of a test on individuals' attitudes, materials, and effort.

2.2.1.3.2 Green's Washback Model

According to Green (2007) as cited in Xiu and Liu (2018) in his washback study on IELTS, he proposed a model which incorporating two dimensions of washback; they are, direction and intensity.

In his model, Green stated that washback direction is mainly determined by the quality of the test. She said that, "the more closely the characteristics of the test reflect the focal construct as understood by course providers and learners (the greater the overlap), the greater the potential for positive washback". Moreover, Green also found that test use and test stakes, or the perceived consequences of test scores will also affect the direction of washback.

Meanwhile, test stakes and test difficulty, as perceived by the stakeholders will influence the intensity of washback with important and challenging (but attainable) tests exerting the most intense washback. However, Green (2007) stated that the washback effects of the same test may vary from participant to participant because of their different experiences and beliefs, such as their knowledge and understanding of test demands, resources to meet test demands and acceptance of test demands.

From the above models, Xiu and Liu (2008) concluded that when investigating washback, three questions are to be answered; what, how and why. First, what will be affected by a test? According to Alderson and Wall (1993), a test will influence both teaching and learning, such as the content and method, the rate and sequence, and the degree and depth. Next, how will washback effects work? According to Hughes (1993) and Bailey (1996), the washback mechanism consists of three parts; they are, participants, processes and products. The participants, such as teachers, students, school administrators and material writers, will first be affected by the test, then, their perceptions of and attitudes to the test will influence their concept of language teaching and learning. As the result, the teaching and learning processes will change, and the leaning products will differ. Last, why would a test exert washback effects? According to Green (2007), the direction of washback is related to the overlap between test construct and test stakes and test difficulty. Moreover, the washback effects of the same test may vary from participant to participant because of their different experiences and beliefs. In a word, washback effects are determined by both the test, such as its validity, stakes and difficulty, and the stakeholders, such as their values and characteristics.

2.2.1.4 Areas Affected by Washback

Waskback as an effect of examination on teaching and learning must make areas of teaching and learning affected. Spratt (2005) categorized various aspects of the classroom which affected by washback; they are, curriculum, materials, teaching methods, feelings and attitudes

(1) Curriculum

Alderson and Wall cited in Spratt concluded from their Sri Lanka study that the examination has had a demonstrable effect on the content of language lesson. This effect was that of the narrowing of the curriculum to those areas most likely to be tested. So, it can be concluded that an examination gives effect on teaching content by adapting the curriculum the areas will be tested.

In addition, Spratt (2005) from the findings of his study explained that washback onto the curriculum indicate that it operate different ways in different situation and that in some situations in may not operate at all. In other word, washback effect on curriculum occurred differently based on its situation.

(2) Materials

Materials here refer to exam-related text-books and past papers. They can vary in their type of content. Cheng (1997) as cited in Spratt (2005) in her study in Hong Kong confirmed that ‘By the time the examination syllabus affected teaching in Hong Kong secondary schools... nearly every school had changed their textbooks for the students’. It means that when exams are revised, there will be a new edition of course books and other exam materials.

(3) Teaching methods

According to Spratt (2005), he stated that the type and amount of washback on teaching methods appears to vary from context to context and teacher to teacher and it varies from no reported washback to considerable washback. From Spratt’s

statement, it can be concluded that the teaching method affected by washback on examination are different based on the context and teacher who used the method itself.

(4) Feeling and attitude

According to Cheng (1998) as cited in Spratt (2005) mentioned that students show mixed feelings towards the exam itself, recognizing that exam made students work hard to achieve good scores but at the same time thinking were not an accurate reflection of all aspects of their study. She also speaks about the pressure felt by teacher , that teacher are worried about how the shy and less outspoken students will fare in the exam, and of one teacher who admits she would feel guilty if she did not familiarize her students with the test formats. Shohamy, *et al.* (1996) added that the success or failure of their students reflects on them. Those are the reason why washback affected teachers and students' feelings and attitudes.

(5) Learning

According to Cheng' s Hong Kong Study (1998) as cited in Spratt (2005) states that the washback effect of examination seems to be limited in the sense that it does not appear to have a fundamental impact on students' learning. For example, students' perceptions of their motivation and their learning strategies remain mostly unchanged.

2.2.2 National Examination

One of the achievement test is National Examination. In Indonesia, National Examination is expected to be able to give a standard of national education by testing students' understanding in the end of study. In Larasati (2015), The Department of

Education explained National Exam (Indonesian: Ujian Nasional, commonly abbreviated as UN or UNAS) is a standard evaluation system of primary and secondary education in Indonesia and the equation of quality of education levels among the areas that are conducted by the Centre for Educational Assessment. The Law of The Republic of Indonesia number 3 of 2013 defines National Exam as a measurement and assessment activity of national competency achievement in specific subject in the group of subjects of science and technology. So, according to the law mentioned, National Exam is the government's effort to determine the achievement of performance of schools and the teachers refers to national education standards. In Indonesia, National Examination aims to evaluate Indonesian students' attainment of *Standar Kompetensi Lulusan* (SKL –Graduate Learning Outcomes) at the end of each educational level (Sukyadi & Mardiani, 2011). The SKL covers knowledge competence, skill competence (including thinking skills), and attitude competence.

2.2.3 Perception

Perception in an individual organization and interpretation process to interpret their sensory opinion toward their environment (Robbins & Judge, 2013, p. 166) , Smyth & Wing (1984) also define perception as a relationship component of a person and his/her environment which determined both activities and needs of someone toward the available information. Here, Perception is an opinion given by an individual (in this study, students are as respondents) regarding the learning process

in preparing national examination involving role according to their knowledge and experience.

2.2.4 Teaching Method

The term ‘teaching’ means sharing knowledge or experience which is organized within a discipline doctrine, in school, by teachers to their students. Whereas, in *Oxford Dictionary*, the term ‘method’ means a way of doing something which is planned and organized. Lortie (1975) said that method is a way to prevent a reflection that can aid teachers in bringing to conscious awareness the thinking that underlies their actions. So, we can conclude that *Teaching Method* is an organized way which is used by teachers to sharing their knowledge and experience to their students.

According to Freeman and Anderson (2011), there are 12 dimension which should be presented in the work of teaching, they are, mental. Social, physical, emotional, practical, behavioural, political, experimental, historical, cultural, spiritual, and personal. Strevens (1997) states that teachers should be familiar with the full range of existing approaches, methods and teaching languages, as well as with new developments, trends, experiments, and also teacher should be able to bring theory and practice into meaningful relationship. When *language* teaching particular is focus, how the way teacher teach is based on their views of the nature language, of language teaching and learning in general, and their knowledge of the particular sociocultural setting in which the teaching and learning take place (Adamson, 2014). In teaching process, teachers can choose differently method from the way they were taught. But, in a situation where method is not being implemented, teachers can use

alternative methods by modify their current practice (Clarke, 2003). Prahbu (1990) advised us to not believe that there is a single best method but he asked to use what methods are provided as a way to make explicit our own beliefs about the teaching-learning process, beliefs based on our experience and our professional training, including the research we know about. Then, Pennycook (1985) said that method is like a prescription for classroom behaviour, and the teachers are encouraged by textbook publishers and academics to implement them whether or not the methods are appropriate for a particular context. According to Larsen-Freeman and Anderson (2011) mentioned there are 10 methods which can be used by English teacher, they are, (1) The Grammar-Translation Method, (2) The Direct Method, (3) The Audio-Lingual Method, (4) The Silent Way, (5) Desuggestopedia, (6) Community Language Learning, (7) Total Physical Response, (8) Communicative Language Teaching, (9) Content-based Instruction, and (10) Task-based Language Teaching. Every method have their own focus skill.

2.2.5 2013 Curriculum

English teaching in Indonesia has been based on the curriculum designed by the central government throughout provision of curriculum policies. The curricula of Indonesia have been developed since 1947 until 2013 (Widodo, 2015). The development of curriculum is regarded as the changing of people need, technology, thinking, as well as market challenges. Indonesian curricula have changed for several times during the past fifty years as responding to worldwide ELT methodologies; (a)

1945's grammar translation-based curriculum, it is the oldest method which focuses on linguistic knowledge. Brown (2001) states that the method focus on grammatical rules as a basis for translating, (b) 1958's audio-lingual based-curriculum, it focuses in mechanical drilling. Thus, the materials were only substituting vocabulary or pattern. When teacher introduces a new pattern, use the known vocabulary and when introducing new vocabulary, use the known pattern (Fachrurrazy, 2011), (c) 1975's revised audio lingual-based curriculum, it had an objective to emphasize on reading skill with more stress on grammar (Cahyono and Widiati, 2011). The learning materials were focused on grammar, (d) 1984's structure-based communicative curriculum, it had an objective on the development of communicative competence (Cahyono and Widiati, 2011), (e) 1994's meaning- based communicative curriculum, it had an objective on the development of reading, listening, speaking and writing skills (Cahyono and Widiati, 2011), (f) 2004's competency-based curriculum, (g) 2006's KTSP Curriculum, it offered flexibility for school to develop their own curriculum (Cahyono and Wiati, 2011) and (h) the newest curriculum of national education of Indonesia is Curriculum 2013, it focuses on achieving students' competencies and character (Ministry of Education and Culture, 2013). Those curricula have each strengths and weaknesses (Constraints). Its constraints make the government to rethink, reformulate, and redesign the curriculum to be implemented.

The phenomena of curriculum transformation in Indonesia caused by the change of social dynamics and global needs. Politically, these transformations are also caused by the change of power. No wonder that there emerges an anecdote among

society:” change the minister, change the curriculum”. For example, when Megawati Soekarno Putri governed Indonesia, she brought an idea about *Kurikulum Berbasis Kompetensi (KBK)* or Competence-based Curriculum in 2004. Then, when Susilo Bambang Yudhoyono who governed Indonesia for two twice brought two curriculum transformatios. On his first leadership period, he brought *Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006* through his Minister of National Education, Prof. Bambang Sudibyo, MBA., while on his last leadership period, he brought Curriculum 2013 through his Minister of Education and Culture, Mohammad Nuh.

Curriculum 2013 as the newest curriculum in Indonesia is focusing on achieving students' competencies and character (Ministry of Education and Culture, 2013). There are four aspects of competences expected to be achieved; spiritual, attitude, knowledge and skills which are then stated in the Core Competences (*Kompetensi Inti/ KI*). Those aspects are stated in the purpose of national education (*Pasal 3 UU No 20 Sisdiknas 2003*) stating that “To develop students' potential to become faithful and pious man, noble, healthy, knowledgeable, skilled, creative, independent, and also to become democratic and responsible citizen”. From the purpose stated above, it is clear that the spiritual is shown that the spiritual attitude is shown as *faithful* and *pious man*. The social attitude, then, is shown in the terms of *healthy*, *independent*, *democratic*, and *responsible*. Furthermore, for the aspect of knowledge is mentioned in *knowledge* and the aspect of *skilled* and *creative*.

From the statement above, curriculum 2013 is proposed to produce Indonesians with religious tolerance and mental health. It is based on the fact that recently, a lot

of young generation citizens lack such character, no more tolerance and empathy for others. Curriculum 2013 emphasize greatly in building students' characters, developing relevant skills based on students' interests and needs, and developing a thematic approach that benefits students' cognitive. Imam Gunawan (2017), said that Curriculum 2013 is to accomplish the curriculum, the learning method are based on cultures value of the province, so that the competitiveness and character are build. The development characteristic of Curriculum 2013 emphasizes on the equality of spiritual, social; curiosity, creativity, and knowledge and psychomotor collaboration.

Curriculum 2013 as the current curriculum has been officially implemented in any directed schools. Based on the data of Ministry of Education and Culture (2018), many of 78,000 schools in Indonesia have implemented Curriculum 2013. This brand new curriculum then attracts pros and cons in any educational stakeholder, either practitioners or observers. It also will make a lot of changes to the face of education system of this archipelago country. For all stages of educational institutions, from elementary school to senior high school, numerous lessons will be dismissed. The changes made be on the process of learning, the number of lessons, and also the learning time be longer than before. Many of problems that faced by both of teachers and students in implementing Curriculum 2013. Teachers have been not ready for this new curriculum, almost of them even don't know what curriculum 2013 contains. They still confuse what teaching approach should be used, how to assessed, and what materials should be taught. Not only teachers, the students also face some problems when Curriculum 2013 is implemented. As we know, in the last curriculum the

students have to determine the major that they want to take in the second grade of senior high school, but in the Curriculum 2013, they have to do in the first grade of senior high school. Equal to the system for junior high school, senior high school also lose the information and communication technology as one of the subjects. Since National Examination used *Computer-based Test* (CBT), removal the information and communication technology is considered deviate from the implementation of 2013 Curriculum.

2.3 Theoretical Framework

Based on the review of previous study and review of theoretical study, the writer will arrive at theoretical framework of this study the purpose of the research which to find out washback effect of national examination based on students' perception and teachers' teaching method on the implementation of 2013 Curriculum. In conducting this research, the writer will use qualitative method.

In this study, the writer will use a descriptive qualitative research design. It involves naturalistic data. It means that the writer cannot manipulate data. Therefore, this study will focuses on the observing about the washback of national examination faced by students and teachers (for teachers, especially in teaching method).

As can be seen, washback is the effect of testing on teaching and learning. Alderson and Wall (1991) believed that washback of testing is not directly related to its impact but they are mediated a number of factors, like the teachers and students' perception of the test, the subjects are tested, the macro context where the examination is used, the purpose of learning the language in the context. They also mentioned that

there are some specific areas which need to be investigated as well as the extent of the impact and whether or not it is positive or negative such as teaching materials and contents, teaching methodology, teacher competence, assessment methods and resources.

For the purpose of this study, washback would be analyzed based on the trichotomy of washback proposed by Hughes (1993) which was found useful in order to distinguish between the different instances affected by the English National Examination: participants, processes, and products. Therefore, in her study, the researcher will focus on the one of those aspects; they are the students and the teachers as the *participant* aspect.

The English National Examination can affect the English teachers in term of their perception, activities they engaged in like what teaching method is used, as well as the amount and quality of learning outcomes. In the discussion section, the writer will discuss about the degree of washback effect of the English National Examination affects students' perception and teachers' teaching method. However, to show the overview of the theoretical background of this study, the theoretical framework is provided below.

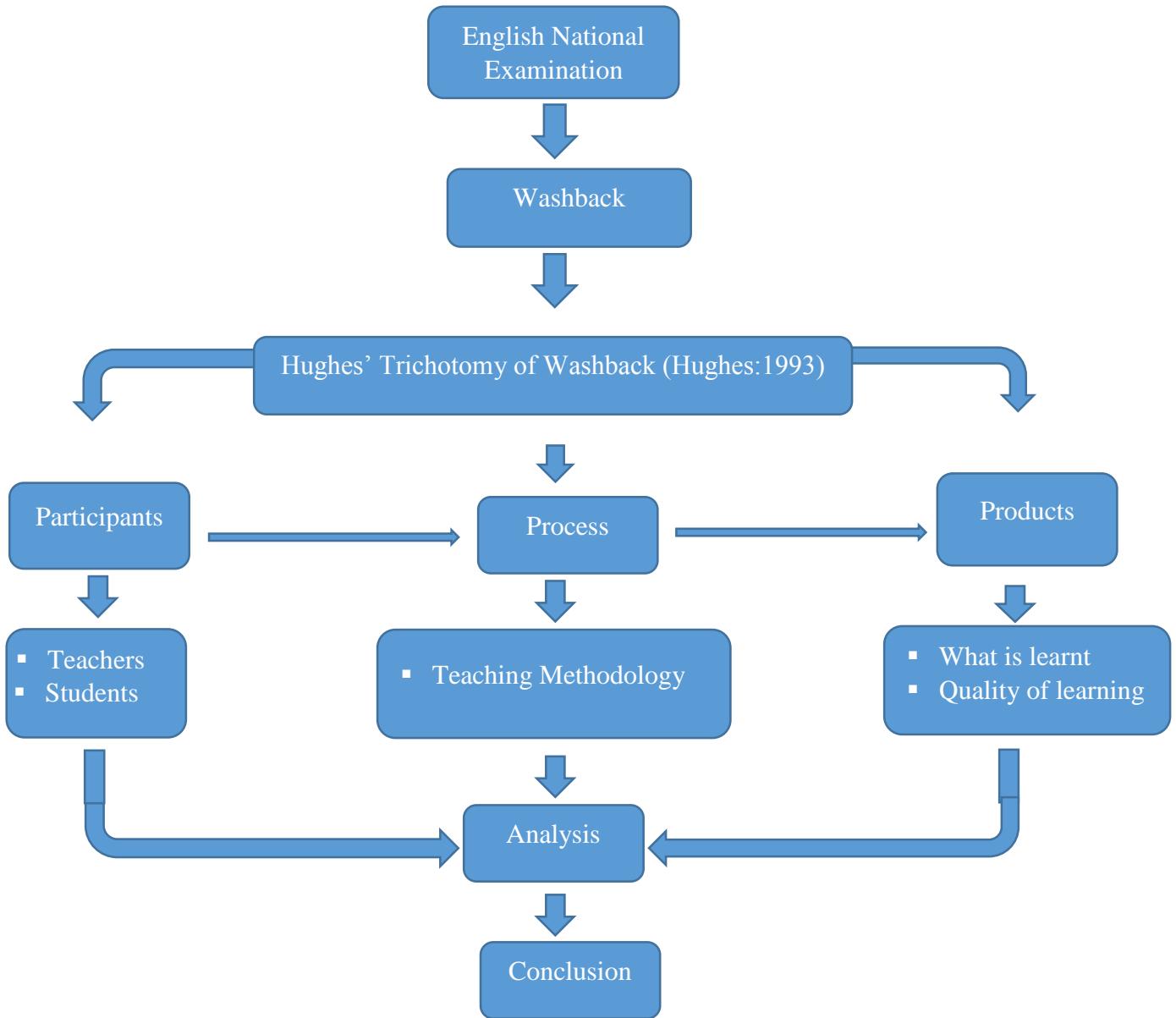


Figure 2.2
The Theoretical Framework

CHAPTER V

CONCLUSIONS, WEAKNESSES, AND SUGGESTIONS

This chapter present conclusions based on the findings and discussions which are reported on the chapter 4 of this study. Furthermore, some suggestions are also provided in this chapter.

5.1 Conclusions

This study explores washback from the National Examination through the perceptions of students and the teaching methods of the teachers. Thereby, the findings reveal that the results of English national examination bring both positive and negative washback effects. The positive washback through students' perception is indicated by the students who increase their study intensity. Based on the data collected, the students admit that their motivation for study improved significantly during the national preparation. The students' study improvement can be seen by the increment of their study time they spent in their house and their attentiveness during the English class both in the regular English class and in the extra class. However, the national examination not only brings positive washback but also the negative one. According to the data collected, it shows that in spite of the fact the national examination is not used as graduation determiner, the students still consider that it is as an important test because they realize that the result of this examination will be used for them to apply for a job or to continue to a university. As the result, the national examination still brings anxiety to the students. However, it becomes the best

motivation for the students to study harder the national examination subjects. On the other hand, the students just studied the national English national examination subjects and neglected the other subjects which have no influence for them for entrance to the university or the company and the other reason is because a growing number of coaching classes are set up in the school to make ready the students for the national examination, as the result, the students do not study language task but what the students will acquire are test-taking skills.

Moreover, the washback of the English national examination from the teachers' teaching methodology and the students' perspective is also both positive and negative. The positive washback indicates by the teachers' effort giving the students the best teaching methods in order to help the students understand and be ready to face the national examination. However, not only positive washback, the negative washback also found in the school. The negative washback indicated by the teachers who do not teach the whole materials because the limited time they have and they also do not teach all of skills equally. It happens because of a third of the national examination questions test reading and writing skills which make the teachers give less attention to listening and speaking skills.

Furthermore, the English national examination implementation in this year academic in SMA N 1 Sigaluh brings both positive and negative washback. As mentioned before, positive washback of the national examination seen from the teachers and the students who do their best in preparing the national examination. Nevertheless, the result of the national examination makes both teachers and students

disappointed. According to the data collected, the national examination questions' difficulty levels are too high for the students. The questions need high order thinking skill. As the result, the average score of English in SMA N 1 Sigaluh is decrease than the average score of English national examination in the last year.

1.2 Weaknesses

This study has many weaknesses due to writer limitations. In this study, the subjects only 8 students and 2 English teachers because the research held on Monday, 6 May 2019 or one month after the English national examination be implemented. As a result, the researcher interview and spread the questionnaire only to the 8 twelfth grade students who come to the school.

1.3 Suggestions

Considering the research finding that shows the washback of the national examination bring positive and negative effects, there are some suggestions proposed by the researchers as follows.

For the teachers, In spite of fact that the national examination makes the teachers prioritize the national examination in teaching their students. As the result, they give more attention to the tested in the national examination and less attention to other skills which are not tested in the national examination. However, the teachers will be better give the same portion in teaching every skills because English can be improved by practicing a lot. According to the students' perspective, when the teachers taught the students both in the regular class and extra class, the atmosphere of the class was less conducive. In short, it will be better if the teachers look for the

best teaching method which make a good atmosphere in the class, it is because if the class atmosphere is good, so the students will follow the teachers' instruction as well.

For the students, mastering vocabulary is of paramount importance to a language learner. Besides, the English national examination for this year academic used kind of long text and there are much of new and difficult vocabularies for the students. Therefore, to be ready in facing the national examination, the students should master vocabulary as much as they can. Furthermore, the students should study all subjects equally because those subjects are important, so the students should not only study for the national examination subjects but also all subjects as well. In addition, in studying English, all of skills in English have to be mastered by them, students have to practice not only read and write, but also speak and listen English as well.

For the government, the implementation of the national examination still needs to be fixed in several parts for in this year academic. First, in making the questions of the national examination. In both teachers' opinion, the difficulty level of the questions is too high for the students. Then, according to the interview, the students say that the questions for this year national examination need high order thinking skill (HOTS). As the result, the students got a bad score for their national examination, especially for English subject and the average score of English in SMA N 1 Sigaluh is decrease than the average score of English national examination in the last year. Moreover, the bad result of the English national examination is gotten almost every school in Indonesia, it proves that there is something wrong with the

question. Nevertheless, it will be better if the government investigate why the scores are bad and repair what is needed to. In addition, the teachers in this study give a suggestion for the government; especially for the questions-maker to include the teachers in making the national examination' questions.

Furthermore, use of computer-based national examination as examination system in Indonesia is such an amazing improvement. However, it still needs to be repaired as well. The government should evaluate positive and negative effects of the computer-based national examination to both students and teachers, and then the government improve it into a better one for the next national examination implementation.

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