



**FINAL PROJECT**

**INVESTIGATING WASHBACK OF NATIONAL  
STANDARDIZED SCHOOL EXAMINATION  
ON NINTH GRADERS AND TEACHERS IN THE ACADEMIC  
YEAR OF 2018/2019  
(A Case in SMP N 1 Kertek)**

Submitted in partial fulfilment of the requirements for the degree of  
Sarjana Pendidikan in English

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2019**

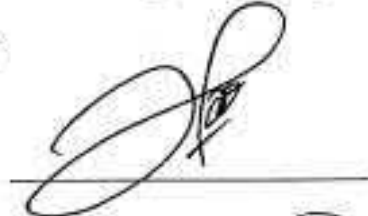
## APPROVAL

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## DECLARATION OF ORIGINALITY

I, Alief Imani Sumpada, hereby declare that the final project entitled Investigating Washback of National Standardized School Examination on Ninth Graders and Teachers in the Academic Year of 2018/2019 (A Case in SMP N 1 Kertek) in 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 Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.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, June 2019



Alief Imani Sumpada

## **MOTTO AND DEDICATION**

### **MOTTO:**

Wa man jaahada fa-innamaa yujaahidu linafsihi.

“and whoever strives only strives for (the benefit of) himself.”

(QS. Al-Ankabut [29]: 6)

### **DEDICATION:**

This final project is dedicated to:

My beloved family

My one and only, Emi Lusiana

My best friends

My Almamater Universitas Negeri

Semarang

## ACKNOWLEDGEMENT

First and foremost, I would like to praise Allah the almighty for the blessing and mercy given to me during my study and the accomplishment of my final project.

I am very grateful to many people who contributed their ideas, time and motivation given to me during the completion of my final project. I would like to express my greatest gratitude to Mrs. Novia Trisanti, S.Pd., M.Pd., as the advisor for giving me his guidance and suggestions during the completion of this final project. I also would love to express my gratitude to Mrs. Esti Setyani, Mrs. Raden Rara Weni Ristu Diwati Widyaningsih and ninth grade student of SMP N 1 Kertek for help during my research data collection.

I would love to dedicate my deepest gratitude to my family who always mentioned me in their every prayer. I am also very grateful for having such wonderful friends and my one and only who always motivate and support me every time. I realized that my study is still far from being perfect. There are still so many expectations can be done to make it better. Therefore, I would be grateful for any corrections, comments, and criticism from all readers to improve this final project.

Semarang, June 2019



Alief Imani Sumpada

## ABSTRACT

Sumpada, Alief Imani, 2019. *Investigating Washback of National Standardized School Examination on Junior High School Studnets and Teachers*. Faculty of Languages and Arts, Universitas Negeri Semarang. Advisors: Novia Trisanti, S. Pd., M.Pd.

Keywords: washback, learning strategy, teachers' strategies, *USBN*

This final project aimed to investigate the washback of English National Standardized School Examination on ninth graders and teachers. The research used descriptive qualitative method as its research methodology. The results showed that English National Standardized School Examination or *Ujian Sekolah Berstandar Nasional* (USBN) brought positive and negative effect.

The students applied some learning strategies to develop their reading and writing skills to face English *USBN*. However, they gave less attention to listening and speaking skills. Also, the students focused to get good result on the examination because it determined their graduation and their higher level school. The teacher prepare the students to take the examination by taught the materials more thoroughly. The teacher used various sources and media to support the teaching learning activities. However, they gave less attention on listening and speaking skills and lose instructional time. To summarize, there were trends of positive and negative washback on students and teacher at SMP N 1 Kertek in academic year of 2018/2019.

## TABLE OF CONTENT

APPROVAL .....	ii
DECLARATION OF ORIGINALITY .....	iii
MOTTO AND DEDICATION .....	iv
ACKNOWLEDGEMENT .....	v
ABSTRACT .....	vi
TABLE OF CONTENT .....	vii
LIST OF TABLES .....	ix
LIST OF FIGURES .....	x
LIST OF APENDICES .....	xi
CHAPTER I .....	1
INTRODUCTION .....	1
1.1 Background of the Study .....	1
1.2 Reasons for Choosing the Topic .....	6
1.3 Research Questions .....	8
1.4 Objectives of the Study .....	8
1.5 Significances of the Study .....	8
CHAPTER II.....	10
REVIEW OF RELATED LITERATURE .....	10
2.1 Review of Previous Studies .....	10
2.2 Review of Theoretical Studies .....	22
2.3 Theoretical Framework .....	39
CHAPTER III .....	41
RESEARCH METHODOLOGY .....	41
3.1 Research Design.....	41
3.2 Subject of the Study .....	42
3.3 Roles of the Researcher .....	43
3.4 Instruments for Collecting Data.....	44
3.5 Procedures of Analyzing Data .....	46
3.6 Technique of Data Interpretation .....	47
3.7 Technique of Reporting Data.....	48
3.8 Triangulation.....	49

CHAPTER IV .....	51
FINDINGS AND DISCUSSION.....	51
4.1 Washback of the National Standardized School Examination on Teachers' Strategies .....	51
4.1.1 Interview .....	53
4.1.2 Questionnaire .....	62
4.2 Washback of the National Standardized School Examination on Students' Learning Strategies .....	70
4.2.1 Interview .....	73
4.2.2 Questionnaire .....	85
4.3 Triangulation.....	102
CHAPTER V.....	104
CONCLUSIONS AND SUGGESTIONS.....	104
5.1 Conclusions.....	104
5.2 Suggestions .....	106
REFERENCES.....	108
APENDICES.....	113
Appendix 1: List of Participants .....	114
Appendix 2: Student Questionnaire Sheet .....	115
Appendix 3: The Sample of Student Questionnaire Result .....	121
Appendix 4: Students' Learning Strategies Questionnaire Result in Percentage on Preparing English <i>USBN</i> .....	126
Appendix 5: Teacher Questionnaire Sheet.....	130
Appendix 6: The Sample of Teachers' Questionnaire Result.....	135
Appendix 7: Teachers' Questionnaire Result in Percentage.....	139
Appendix 8: Student Interview Guide.....	142
Appendix 9: The Sample of Student Interview Result .....	143
Appendix 10: Teacher Interview Guide .....	148
Appendix 11: The Sample of Teacher Interview Guide .....	149
Appendix 12: The Sample of Triangulation Confirmation .....	156
Appendix 13: Research Permission Letters .....	158
Appendix 14: Documentation .....	159
Appendix 15: The Evidence of Plagiarism and Grammar Checker.....	160



## LIST OF TABLES

Table 4.1 Regular Class Implmentation.....	62
Table 4.2 Extra Class Implementation.....	67
Table 4.3 Students' Memory Strategies on Preparing English <i>USBN</i> .....	85
Table 4.4 Students' Cognitive Strategy on Preparing English <i>USBN</i> .....	88
Table 4.5 Students' Compensation Strategies on Preparing English <i>USBN</i> .....	92
Table 4.6 Students' Metacognitive Strategies on Preparing English <i>USBN</i> .....	94
Table 4.7 Students' Affective Strategies on Preparing English <i>USBN</i> .....	98
Table 4.8 Students' Social Strategies on Preparing English <i>USBN</i> .....	101

## LIST OF FIGURES

Figure 4.1 The Book Used in the Classroom .....	60
Figure 4.2 Students' Effective Time to Study for English <i>USBN</i> .....	79
Figure 4.3 Students Join Tutoring Program to prepare English <i>USBN</i> .....	83

## **LIST OF APENDICES**

- Appendix 1: List of Participants
- Appendix 2: Student Questionnaire Sheet
- Appendix 3: The Sample of Student Questionnaire Result
- Appendix 4: Students' Learning Strategies Questionnaire Result in Percentage on Preparing English *USBN*
- Appendix 5: Teacher Questionnaire Sheet
- Appendix 6: The Sample of Teachers' Questionnaire Result
- Appendix 7: Teachers' Questionnaire Result in Percentage
- Appendix 8: Student Interview Guide
- Appendix 9: The Sample of Student Interview Result
- Appendix 10: Teacher Interview Guide
- Appendix 11: The Sample of Teacher Interview Guide
- Appendix 12: The Sample of Triangulation from the Expert Result
- Appendix 13: Research Permission Letters
- Appendix 14: Documentation
- Appendix 15: The Evidence of Plagiarism and Grammar Checker

# CHAPTER I

## INTRODUCTION

In this chapter the writer would like to discuss some sub chapters respectively. There are five sub chapters in this chapter, those are; background of the study, reasons for choosing the topic, research problem, objective of the study, and significances of the study. The further discussions will be written below.

### **1.1 Background of the Study**

Education cannot be separated with assessment. Assessment is always related and integrated to teaching process. However, many of us assume that assessment and test are similar. In fact, assessment and test are different. Based on Brown (2004, p.4) assessment, on the other hand, is ongoing process that encompasses a much wider domain. This wider domain refers to some activities that occur often in a teaching process, such as giving question to the students, asking comment from the students, and asking the students to do practice or exercise. These activities are used to measure the students understanding on given material. Then, a test is a subset of assessment, they are certainly not the only form of assessment that a teacher can make. In addition, a test is not only way to do assessment in a teaching activity (Brown, 2004, p.4).

Nevertheless, test is the most common way to measure exactly the students understanding. Based on Harris (1969, p.1), test is distinguished into teacher-made test and standardized test. Teacher-made tests are generally prepared, administered, and scored by one teacher. Inasmuch as instructor, test writer, and evaluator are all the same individual.

Standardized test, in other way, are those formal “standardized instruments” which are prepared by professional testing services to assist institutions in the selection, placement, and evaluation of students (Harris, 1969, p.1). In short, a standardized test is more sophisticated than teacher made test, since a standardized test is constructed by many experts. A teacher-made test, in contrast, is less sophisticated since it is constructed by one teacher. Despite that, those two types of test are applied based on their function. A teacher who wants to know his or her students understanding on specific material that he or she has been taught would be more suitable to apply a teacher made test rather than a large scale test constructed by professional testing service.

There are many kinds of standardized test all around the world. Indonesia also has many standardized tests. The most well-known and nation-wide conducted standardized test in Indonesia is the national examination. National Examination or *Ujian Nasional* is an activity that measures students’ competence on specific subject which is held nationally based on specification table (BSNP, 2018).

The national examination is conducted by National Education Standard Institution or *Badan Standar Nasional Pendidikan* for every last year students from junior high to senior high level. The tested subject in Junior High Level consist of 4 subjects Bahasa Indonesia, Mathematics, Science, and English. The Senior High Level also tested 4 subjects those are Bahasa Indonesia, Mathematics, Science, and one elected subject. The elementary level does not conduct the National Examination, however they conduct *Ujian Sekolah Berstandar Nasional* (USBN).

In some recent years, *Ujian Nasional* (UN) was not used as the main factor to determine students' graduation. In 2016 the Minister of Education and Culture Ministry, Muhajir Effendi, proposed the national examination moratorium in front the tenth commission of parliament. He stated eight reasons to be considered by the parliament those are;

1. The national examination moratorium agreed with *Nawacita* vision number eight which instructed to evaluate uniformity model in systemic education like the national examination;
2. The national examination agreed with Supreme Court verdict number 2596/2009 which has the verdict' core that the government must build educational tool and infrastructure apportionment and assured the teachers' quality;
3. The 12-years-compulsory study as an effort to help every student accomplish their study from Elementary School until Senior High School and avoid drop out students;
4. The national examination result cannot increase the education quality and less able to support the students' overall capability;
5. The national examination scope is too wide, so it is hard to be implemented credibly and free from dishonesty;
6. The national examination does not give direct-implication to the students because it is not linked to students' graduation and the government' belief of it is based on a study result;

7. The national examination brings the learning process to a wrong orientation because the national examination's characteristic only examines cognitive domain of some certain subjects. It keeps the students apart from a learning process that encourages them to think critically and analytically;
8. And if it is used to map education quality the national examination is not the right tool because a good quality mapping demands an instrument; which is different with the national examination's instrument.

Furthermore, according to him, there is no need to do quality mapping every year to every student (Setiawan, 2016).

Nevertheless, the national Examination is still needed to be conducted for some reasons. Based on Tempo (2016) Cabinet Secretary, Pramono Anung stated that President of Indonesia, Mr. Joko Widodo, decided to defend the national examination in Indonesia. The national examination is still needed to defend Indonesia's ranking in Program for International Student Assessment (PISA). PISA is an international survey that observe achievement of 15 years old students on, reading literature, mathematic, and science. This survey is conducted by Organization for Economic Cooperation and Development (OCED) every three years. Pramono stated that the PISA survey considering our education system is on the right track to the way of improvement, and keep gaining positive result since 2003 until 2016. He continued that Mr. Joko Widodo does not want unnecessary changes lowering Indonesia rank in PISA. Based on PISA survey in 2015, Indonesia was in 62th which higher than prior rank 71st. Indonesia have

been ever in rank 57<sup>th</sup> in 2009 (Tempo, 2016). In addition, the national examination result is also used to;

1. Map of the program quality and/or educational unit
2. Consider the next education level entrance
3. Consider the coaching and assistance to education unit in its efforts to enhance education qualities.

For the local government, the result of national examination could be used as coaching program planning to educational unit, in order to develop the quality and competitiveness of graduates in local, national or global level. (BSNP, 2018).

English as tested subject in the *UN* and also *USBN* is a foreign language in Indonesia. Therefore, English is not used frequently in daily communication by Indonesian. Bahasa Indonesia and many Traditional Languages (mother tongue) are used in daily communication. As a result, Indonesian students need to learn English in different way compared to Bahasa Indonesia and Traditional Language. The process of learning other language is commonly defined as Second Language Acquisition. Second Language (often referred as L2) can be defined as the way in which people learn a language other than their mother tongue, inside of a classroom, and Second Language Acquisition (SLA) as the study of this (Ellis, 2003, p.3).

The way students learn English is different each other. There are many factors that can affect students in learning a language. There are two major factors that can affect students in learning English, the first one is aptitude and the second one is motivation. There are also learning strategies that student uses to learn



English. Ellis (2003, p. 76) stated that Learning strategies are the particular approaches or techniques that learner employ to try to learn an L2. They can be behavioral (for example, repeating new words aloud to help you remember them) or they can be mental (for example, using the linguistic or situational context to infer the meaning of a new word).

## **1.2 Reasons for Choosing the Topic**

The government, as the authority, keeps doing improvement on the national examination. The current regulation which changes the status of national examination from high-stake to lower-stake test (Saukah, 2016). Thus, the results lesser national examination portion as factor to determine students' graduation. The regulation is welcome well by many people, thus the students learning effort are not determined by only four days of test. National examination is now only used to collect the national data education achievement.

Another well-known and nation-wide standardized test in Indonesia is National Standardized School Examination or *Ujian Sekolah Berstandar Nasional* (USBN). In the year academic 2018/2019, *USBN* is used as determiner of the students' graduation. Nonetheless, the students and teacher give their attention to *USBN*. *USBN* is a measuring activity on students' competence conducted by educational unit based on students' competence specification, in order to obtain admission of academic achievement (BSNP, 2018).

Based on Procedure Operational Standard of *USBN* published by National Education Standard Agency or *Badan Standar Nasional Pendidikan* (BSNP) there are four criteria to determine students' graduation.

1. Finishing all learning programs;
2. Obtaining at least "good" in attitude requirement;
3. Attending the UN; and
4. Passing the *USBN* based on the school applied specification (BSNP, 2018).

The Operational Standard Procedure published by *BSNP* does not mention any specific or minimum criteria that have to be passed in *UN*. The students are just required to attend and do *UN*. However, in the next number, it is clearly stated that the students must pass the *USBN* based on the school specification.

Nevertheless, *USBN* requires the students and teacher to do some extra efforts. These extra efforts given by the teacher may bring some effects to the lesson. There are two kinds of effects that could possibly appear, those are positive and negative effect. The effect of a test in language learning is commonly called as "washback". The term "washback" refers to the influence of testing on teaching learning (Bailey, 1996).

Thus, the writer wanted to observe the students' learning strategies to learn English for preparing *USBN*. Based on Ellis (2003, p.77) successful learners use more strategies than unsuccessful learners. By comparing many students learning strategies and their achievement, the writer believes that results in this study can be useful for many parties. Not only the students, but also the teachers' strategies

to prepare their students are the focus in this study since the teachers take important role to guide the students comprehend the material.

### **1.3 Research Questions**

The research problems that the writer would like to present are as follows;

- 1) How is washback of English *USBN* on teachers' strategies to prepare their students to take English *USBN* in SMP N 1 Kertek?
- 2) How is washback of English *USBN* on students' learning strategies to prepare English *USBN* in SMP N 1 Kertek?

### **1.4 Objectives of the Study**

The objectives of the study are:

- 1) To describe washback of English *USBN* on teachers' strategies to prepare their students to take English *USBN* in SMP N 1 Kertek.
- 2) To describe washback of English *USBN* on students' learning strategies to prepare English *USBN* in SMP N 1 Kertek.

### **1.5 Significances of the Study**

The significance of this study is addressed to teachers, other researchers, English Department, UNNES, and the Government. The followings are the explanation;

#### **1) For the teachers**

The writer hopes that many English teacher could use this study as a consideration in order to use appropriate strategy to prepare the students, thus the students could achieve better results.

**2) For English Department and UNNES**

The writer expects that this study can be used as a reference to develop the curriculum for English Education study program, thus the society can have a professional teacher from English Department of UNNES.

**3) For The Government**

The implementation of English *USBN* is improving every year and there should be an evaluation on every English *USBN* implementation. The writer expects that this study could be a reference for the government to consider the future implementation of English *USBN*.

**4) For the other researchers**

The writer wishes that other researchers could use this study as reference and perspective on washback and SLA study especially in Indonesia education context.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this part the writer would like to provide the readers, some researches and studies that have been done before by other researchers. In this part, there are three sections; review of previous study which is kind of review of other researchers' study, review of theoretical study provides the readers some theories by experts that relevant to this study, and theoretical framework which is the theory that the writer uses to conduct this study.

#### **2.1 Review of Previous Studies**

In this subchapter, the writer provides theoretical studies conducted by some researchers. The studies are from around the world including Indonesia. All studies focus on washback of a test.

The first study which was conducted by Green (2006) observed about washback to the learner in learner and teacher perspectives on IELTS preparation course expectations and outcomes. The participants were 108 students from mainland China who were preparing for university study in the UK. The study showed that the learners' experiences of their course reflect the priorities identified by the teachers more than do their expectations at course entry. The observer also concluded that the difference in course content, which were driven by the learners, did not appeared in this study even though it was clear that there were two difference courses with different purposes (IELTS preparation course and Writing for Academic Purposes).

Nevertheless, the IELTS test design played a role in shaping the content of the course, for example the description of graphs and diagrams is required in Task 1 of the Academic Writing Module and was frequently observed as a focus of IELTS preparation classes. Despite of that, there are clear benefits in encouraging students to understand other beneficial purposes of the test and apply boarder requirements of academic writing.

The second study was conducted by Sudiyem (2011). She observed the washback of the English national examination on the process of English teaching and learning in grade XII. The general objective of this study was to establish whether there was evidence of washback of the English National Examination on the process of English teaching and learning. Specifically, it aimed at identifying and describing the significant influence of the English National Examination on the actual practice of English teaching and learning in grade XII of SMAN 2 Bantul. This study was descriptive qualitative in nature. The research utilized two techniques of data gathering: observations and interviews. The participants included were two English teachers and the 12<sup>th</sup> grade students of SMAN 2 Bantul. The findings of the study confirmed that the English National Examination had undoubtedly influenced the English teaching and learning in the specific context of the study. The influence was negative as it made the teachers teach to the test, rely heavily on test-related materials, restrict the instructional activities only on test items discussion and analysis, restrict the use of media, devote the second term class time to test preparation, and in an extreme case, narrow down the curriculum. The results of the study also reveal that teaching

materials, teaching activities, and exam preparation time were the aspects that mostly affected by the English National Examination. Thus, they are regarded as the areas of washback intensity in this study.

Sukyadi (2011) observed the washback effect of the English national examination (ENE) on English teachers' classroom teaching and students' learning. This study tried to explore the washback effects of the English National Examination (ENE) in Indonesian secondary education context, involving three Secondary Schools categorized based on their NE achievement. The results of the study indicated that English teachers and students from the schools involved have different perceptions on the ENE. The English National Examination had an influential impact on teachers' teaching in the aspect of: activity/time arrangement, teaching materials, teaching contents, teaching methods, teaching strategies, ways of assessing, and on the feelings and attitudes of the students. The ENE also affected the students' learning in the classroom in which teachers mainly teach to test, practice the test and develop test-taking strategies. The dimensions of the washback effect of the ENE on both English teachers and students were negative and positive, strong, specific and for a short period time.

The next study was conducted by Tzagari (2011). In this study the writer conducted washback analysis on The First Certificate in English (FCE), a well-known language exam in Greece. The teacher stated that their students became extremely dependent during the FCE year. The teacher then had to prepare their students' competence to face the test but also their psychological. The test also effects on ordinary the teaching or we may say in regular class, as a result the

teaching activity then took great focus on grammar, vocabulary, writing and less portion of listening. Speaking was given the littlest attention in the teaching activity. The majority began to do the FCE preparation in the third term even several teachers decided to do it since the beginning of the school year. The FCE preparation not only took times in ordinary class but also outside the regular hours. It took big amount of time both of students and teachers. The students considered that the test was very important for them since the result of the test had a contribution in their professional and educational advancement. It also became a motivational for the students to learn the language. However, the students became negative towards some communicative activities and materials or activities that did not relate to the exam. The students would have strong desire when the teacher give them some prediction of the test. Even though the students had motivation to pass the test, they were also felt bored and demotivated in the classroom caused by the nature of the exam, the exam-oriented methodology and the material used. In the summary and discussion of the result, the writer stated that there were many factors that could affect the teacher in preparing their students. The natures of commercial publications, curriculum applied by the government, parental intervention, and important role of frontistiria (cramp school) highly demand the teacher and students to pass the test.

Subagyo (2014) observed washback of English national examination among 12<sup>th</sup> graders of a private religion-based vocational high school in Yogyakarta. This study aimed to find what washback happened to the parties and how the washback happened to the parties. This study was qualitative research. It



used case study method. Due to consideration of ethical conduct, the researcher must not mention the school. The data was obtained from nine participants consisted of seven twelfth graders, an English teacher, and a vice principal of a private religion-based vocational high school in Yogyakarta. The data were obtained through observation and interviews. Some theories from educationists were used to comprehend the washback and picture of how washback happened. The investigation showed that NE preparation produced negative impacts to students. Students could not show their best potential since the learning was too narrowed focusing to pass the test. It was logical then if the graduates from this school had low quality. It also explained that why most of the graduates worked such as shopkeeper, waiter, etc. In addition, this cycle would also be seen by the juniors that created them the same expectation what they would be after graduating. Thus, NE preparation produced negative impact to students.

In 2015, Saukah and Cahyono conducted a study on the change of National Examination (NE) status from High-stake test to Low-stake test and its implication to English learning and teaching. The subject of the study was six teachers from different three different schools, one favorite school and two less favorite school. They were interviewed to describe a comparison before and after the national examination status changed. A semi-structured interview was applied to gather the data, including time organizing to prepare their students for the NE, teaching materials and strategies, medium of instruction, and the other teaching and learning activities. As a result, when the NE status was still High-stake test, the teachers were worried about their students' competence to pass the test. Thus,

some intense drilling, practicing, and reviewing on NE material were conducted in regular and extra-curricular classes. Since the NE status was changed to Low-stake test, the teacher taught their students based on the curriculum. However, the favorite school was not affected by the change of NE status, for the teacher had taught their students stick to the curriculum before the change of NE status. Even though the students considered NE as Low-stake test, a analysis result published by the Ministry of Education and Culture showed that most of the schools involved in the 2015 NE implementation (about 50%) can be categorized as having low integrity in implementing the NE. The practice of cheating or dishonesty remains a serious problem.

In the same year, Ginting and Saukah (2015) conducted a study about writing test on upper secondary school examination. Three school in Malang were selected as representative of three categories, full (FIS), moderate (MIS), and partial (PIS) implementing the test. These schools were categorized as high-achieving, middle-achieving, and low-achieving. This study found that the writing test had not been satisfactorily implemented. The data showed that nearly all schools were clustered into PIS (48%) and MIS (42%), with very few categorized as FIS (10%). Many schools also neglected substantial aspects of language testing, such as validity and reliability, for example the threat to validity is obviously apparent for most schools (MIS and PIS), which still used indirect testing for assessing writing skills. Besides the absence of experts and test trialing, many teachers still believed that an indirect testing approach, as used in the National Exam, is credible. The present study has shown how teachers were

reluctant to be creative in developing a more relevant assessment to test performance skills like writing. In addition, they also mentioned heavy workloads and the absence of institutional support as reasons for not developing their professional skills.

Also in 2015, Damankesh and Babaii conducted a study about the effect of Iranian high school English final examinations on students' test-taking and test-preparation strategies. This study showed that high school final examinations not only giving a negative impact, but also can affect the students' creativity and hinder their meaningful learning. The negative impacts are indirectly supported by the teachers' emphasis on formal and mechanical aspects of language usage instead of expensing meaningful communicative through language. On the other hand, this study also showed that high school also giving slightly positive impact on students' learning. For example, many of the students considered local and global semantic clues, and used the information presented in the pictures. The effects of high school final examinations, however, were found to be slightly negative, though among the employed strategies that are beneficial to the process of language learning (e.g., employing reasoning, applying collocations, utilizing lexical cohesions). However, high school final examinations may direct students to employ certain test-taking strategies so that they receive higher scores. The students were reported to practice testing by reviewing previous exam papers, and resort to some supplementary books relevant to the textbook.

In following year Furaidah et al. (2015) researched a washback on the English National Examinationn in Indonesia context. This exploratory qualitative

researched involved multiple settings in Senior High School, three SLOWs (schools of low achievers) and two SHIGHs (schools of high achievers) located in Malang area, East Java Province, Indonesia. The results of this study showed that the negative washback appeared likely in SLOWs. However, the positive was also found since more intensive attention given to English class. Nevertheless, the SLOWs time allocation for English National Examination preparation was merely spent on practicing answering listening and reading multiple-choice questions, disregarding the teaching of the other skills, speaking and writing. The degree of practice intensity was influenced by teachers' perception about students' competence. In other words, the more confident teachers were with their students' competence the less the degree of the washback.

In the same year Anam and Stracke (2016, p. 1-10) conducted a research on language learning strategies of Indonesian primary school students and its relation to self-efficacy beliefs. They examined Indonesian primary school students' strategy use in learning English. In this study, they also explored how these young learners' strategy use related to their self-efficacy beliefs. A total of 522 sixth graders participated in the study. The students were selected through single stage-cluster sampling consist of grade six students from twelve schools located in urban, suburban and rural regions of East Java province. The schools were randomly selected and all six graders in the selected classrooms were invited to take part in the study. Two instruments were used to collect the data, the Indonesian Children's SILL and the Children's Self-efficacy in Learning. Both instrumets were administered in Bahasa Indonesia. In terms of individual learning

strategies, all the strategy items belonging to the socio-affective and metacognitive categories, students reported high frequency of use. Meanwhile, all the nine strategies reported at low and moderate frequency of use belonged to the cognitive category. Finding opportunities to practice outside the classroom was the least frequent strategy of the cognitive category, which is not surprising. This strategy requires self-initiation and courage, which many young learners in foreign language contexts might not possess. The results revealed that students who possessed a higher sense of English efficacy and selfregulated learning efficacy also reported using learning strategies more often than those who did not possess this higher sense.

A year later, Djiwandono (2017, p. 12-19) conducted a research on learning styles of millennial generation in university in Indonesian context. His study aimed to identify their learning styles, determine the correlations between their learning styles and their achievements in language skill courses and in a content course, and determine the relationship between the amount of their verbal report of learning styles and their achievement in the content course. The respondents of the study were a class of 22 junior students aged around 21 years old at the English Letters Department of the Faculty of Language and Arts, Universitas Ma Chung. The entire class was taken as the respondents. The class was taking Discourse Analysis course from the writer when the research was carried out. Open-ended questionnaires were distributed to gain from them their self-reported learning styles. The result of the study showed that those who are more active in verbalizing their mental process are also more hardworking, more

motivated, and more studious in their instructional approaches. Conversely, those respondents who reported less substantially may happen to be lacking in motivation, lacking in the willingness to work harder, and having low diligence in the subject matter that they were taking. In conclusion, the high-achieving students may be those who are more aware and more motivated to generate longer report.

In 2017, Sarjan (2017) conducted a analysis research on English teacher's strategies in teaching reading comprehension, especially at the second grade. This research particularly focuses on English teacher's strategies in teaching reading comprehension. To conduct this research, the research focuses on what kinds of teaching strategies employed by English teacher in teaching reading comprehension and how the implement of the strategies. The reading comprehension of the students focus on descriptive text. The subject of this research was a teacher in junior high school, especially English teacher in second grade and the students of VII D in Junior High School 1 of Wonomulyo. The researcher takes VII D class in which there are 37 students. The result of this study showed that the strategies that the teacher used in teaching reading comprehension in SMPN 1 Wonomulyo were two strategies, Scaffolding strategy (1), and QARs (Question Answer Relationship) (2). The teachers used these strategies to make the student understand the reading text and the students guided to more focus on the text and also teacher could help students in developing the meaning contained in the text reading so that students more easily understand the contents of reading. Those strategies gave good contribution for teacher. Students

who have difficulty in reading would be easier in mastering reading comprehension. With used this strategy the teacher more easily gave the material to the students. Those strategies could help the teacher because the students more active. The students also could exchange their opinion with their friends.

Nahdia (2017) observed the washback Analysis of Students' Perception and Teachers' Teaching Material of English National Examination 2017 (A Case in SMP N 12 Semarang). This study was aimed to investigate the washback of the English national examination based on the students' perception and teachers' teaching material. The research used descriptive qualitative methods as its research methodology. The study showed that the national examination brought positive and negative effects to both students and teachers. For the students, the national examination triggered them to study harder than usual. Nevertheless, the national examination still made the students anxious due to its usefulness as the consideration of their next school level entrance, which, consequently, made them give more attention only to the subjects tested in the national examination. Furthermore, for the teachers, the national examination made them work hard to supply the students with various media, methods, and books in the teaching-learning process in order to make the students getting ready to face the national examination. Nonetheless, the national examination that only tested the reading and writing skills made the teachers do not teach the English skills material equally. In conclusion, the washback of the English national examination in SMP N 12 Semarang showed that the indication of both positive and negative washback effects of the national examination.

Mardiyani (2018) observed washback of writing assessment. This research aimed to find out the activities students do in regard with writing assessment and the washback of writing assessment. This research used qualitative research design and interview was used as the data collection method. The researcher interviewed four students batch 2017 at English Language Education Department (ELED) of a private university in Yogyakarta. The result showed that writing assessment presented positive washback. Students perceived three positive washback of writing assessment that was conducted in ELED. First, the assessment made the students do some preparation. Second, feedback gave benefit for the students writing ability. Third, the result of assessment made the students study the material.

A year later, Amir (2018) conducted a research on learning strategies used by Junior High School EFL learners. This research aimed to investigate the language learning strategies of junior high school students in learning English by finding out what learning strategies they employ most frequently according to the four language skills. This research employed a quantitative descriptive research with survey method. The data collected was to find out the language learning strategies used by eighth grade junior high school students in Bandung. The participants of this study were 34 eighth grade students in one public junior high school in Bandung. In this study, Secondary Inventory Language Learning Questionnaire adapted from Cohen, Oxford, and Chi (2002) was used as an instrument of data collection. Statistical analysis to calculate frequencies means and standard deviations are employed to identify the most frequently used



learning strategies and the least used one. In this study, the researcher used Statistical Package for Social Science (SPSS) 20 for Windows in analyzing the data. The result analysis showed that the subjects of the study used reading strategies most frequently, followed by writing, listening, and speaking as the least used strategy. In addition, the eighth grade students have moderate frequency in using language learning strategies.

Based on some previous study above, many researchers conducted washback analysis on a high-stakes test in a country. The writer realized that study of washback in Indonesia is rarely found. Nevertheless, the writer decided to conduct washback analysis of National Standardized School Examination or *Ujian Sekolah Berstandar Nasional* as a high-stakes test in Indonesia.

## **2.2 Review of Theoretical Studies**

In this subchapter, the writer provides theoretical studies by some expertises. The theoretical studies give explanation on the key words in this study.

### ***2.2.1 Definition of National Standardized School Examination***

Based on Operational Standard Procedure published by BSNP (2018), National Standardized School Examination called *Ujian Sekolah Berstandar Nasional* (USBN) is a students' competence measuring activity which is conducted by educational unit based on students' competence specification, in order to obtain admission of academic achievement. The tested subject in *USBN* is all subject that have been taught in school, it also covers tested subject in *UN*. The *USBN* is replaced the School Examination (US) in Junior and High School level that have been

conducted for many years. The *USBN* test items consist of 20-25% items designed by a National Education Standard Agency called *Badan Standar Nasional Pendidikan* (BSNP) and the rest 75-80% are designed by teacher association called *Majelis Musyawarah Guru Matapelajaran* (MGMP). Junior and High School *MGMPs* are separated in each region to prepare the items test. This term is applied for all subjects, except religion and character education subject, since The Religion Ministry designed the 20-25% question items and the rest 75%-80% are design by *MGMP* or *KKG* (Kelompok Kerja Guru) or Forum Tutor under coordination with the Regional Agency of Religion Ministry (BSNP, 2018).

### ***2.2.2 Definition of English National Standardized School Examination***

English is one of the subjects tested in the national examination in Junior High School. The tested English skill for junior high school level is only focused on two English skills, reading and writing skill. Therefore, the questions are made from materials, such as written transactional/interpersonal interaction such as: asking for forgiveness, expectation, hope, meaning, habit, and necessity; short functional text, such as announcement, notice and label; and also genre text, such as descriptive, recount, narrative, procedure, and report. The test is consisted of 50 with four multiple choices.

### 2.2.3 Definition of Washback

Based on Cheng (2005, p. 27) Washback is a term commonly used in language testing, yet it is rarely found in dictionaries. However, the word can be found in certain dictionaries and defined as “the unwelcome repercussions of social actions” by the *New Webster’s Comprehensive Dictionary of the Language*, and “unpleasant after-effects of an event or situation” by *Collin’s Cobuild Dictionary of English Language*. Also based on Cheng (2005, p. 26), washback is an educational phenomenon derived from research studies into (a) the relationship between teaching, learning, and testing. In his book Brown (2004, p. 29) defines washback as the effects of an assessment on teaching and learning prior to assessment itself, that is, on preparation for the assessment. Based on Bailey (1996, p.259) washback is generally defined as the influence of testing on teaching and learning. Wall and Alderson (1993) in Bailey (1999, p. 1) stated that it is common to claim the existence of washback (the impact of a test on teaching) and to declare that tests can be powerful determiners, both positively and negatively, of what happens in classrooms.

Buck (1988) in Bailey (1999, p. 3), described washback as a natural tendency for both teachers and students to tailor their classroom activities to the demands of the test, especially when the test is very important to the future of the students, and pass rates are used as a measure of teacher success. This influence of the test on the classroom (referred to as washback by language testers) is, of course, very important; this washback

effect can be either beneficial or harmful. Furthermore, Bachman and Palmer (1996, p. 29-35) in Bailey (1999, p. 4) have discussed washback as a subset of a test's impact on society, educational systems, and individuals. They state that test impact operates at two levels: the micro level (i.e., the effect of the test on individual students and teachers) and the macro level (the impact on society and its educational systems).

#### ***2.2.4 Types of Washback***

Since washback is an effect of a test, so the effect itself can be a beneficial effect or harmful effect. Taylor (2005, p. 154) washback is generally perceived as being either negative (harmful) or positive (beneficial).

##### **1) Positive Washback**

Positive washback as Taylor (2005, p. 154) explained is a result when a testing procedure encourages 'good' teaching practice; for example, an oral proficiency test is introduced in the expectation that it will promote the teaching of speaking skills. Messick (1996, p. 1) stated that in the case of language testing, the assessment should include authentic and direct samples of the communicative behaviors of listening, speaking, reading, and writing of the language being learned. Ideally, the move from learning exercises to test exercises should be seamless. As a consequence, for optimal positive washback there should be little if any difference between activities involved in learning the language and activities involved in preparing for the test.

Pan (2009, p. 261) summarized the positive effect of washback as follows;

	<b>Positive Washback</b>
<b>Classroom settings</b>	<ol style="list-style-type: none"> <li>1. Tests induce teachers to cover their subjects more thoroughly, making them complete their syllabi within the prescribed time limits.</li> <li>2. Tests motivate students to work harder to have a sense of accomplishment and thus enhance learning.</li> <li>3. Good tests can be utilized and designed as beneficial teaching-learning activities so as to encourage positive teaching-learning processes.</li> </ol>
<b>Educational/ societal system</b>	Decision makers use the authority power of high-stakes testing to achieve the goals of teaching and learning, such as the introduction of new textbooks and new curricula.

## 2) Negative Washback

On the other hand, the harmful or negative washback as Pan (2009) stated that washback is where the teachers will usually teach to the test, narrow the curriculum and only focus on what will be tested. Alderson and Wall (1993, p. 5) stated negative washback as the undesirable effect on teaching and learning of a particular test deemed to be “poor”. Here they refer poor as a condition where students and teacher do not wish to learn or teach. The tests may well fail to reflect the learning principles or the course objectives to which they are supposedly related. In reality, teachers and learners may end up

teaching and learning toward the test, regardless of whether or not they support the test or fully understand its rationale or aims. Noble and Smith (1994) in Cheng, Watanabe, and Curtis (2008, p. 9) also found that high-stake testing could affect teachers directly and negatively, and that teaching test-taking skills and drilling on multiple-choice worksheets is likely to boost the scores but unlikely to promote general understanding.

Pan (2009, p. 261) also summarized the negative effect of washback as follows;

	<b>Negative Washback</b>
<b>Classroom settings</b>	<ol style="list-style-type: none"> <li>1. Tests encourage teachers to narrow the curriculum and lose instructional time, leading to “teaching to the test.”</li> <li>2. Tests bring anxiety both to teachers and students and distort their performance.</li> <li>3. Students may not be able to learn real-life knowledge, but instead learn discrete points of knowledge that are tested.</li> <li>4. Cramming will lead students to have a negative positive toward tests and accordingly alter their learning motivation.</li> </ol>
<b>Educational/ societal system</b>	Decision makers overwhelmingly use tests to promote their political agendas and to seize influence and control of educational systems.

### 2.2.5 Parts of Washback

Hughes (1993: 2) in Bailey (1996, p. 262), discusses the mechanisms by which washback works. He stated that in order to clarify our thinking on backwash, he believes to distinguish between *participants*, *process* and *product* in teaching and learning, recognizing that all three may be affected by the nature of a test. Here, Hughes explains that *participants* include students, classroom teachers, administrators, materials developers and publishers, all of whose perceptions and attitudes towards their work may be affected by a test. Under *process* Hughes (1993: 2) includes any actions taken by the participants which may contribute to the process of learning. Such processes include materials development, syllabus design, changes in teaching methodology, the use of learning and/or test-taking strategies, etc. *Product* refers to 'what is learned (facts, skills, etc.) and the quality of the learning (fluency, etc.). Below is a chart of Hughes's explanation in Bailey (1996, p. 264):

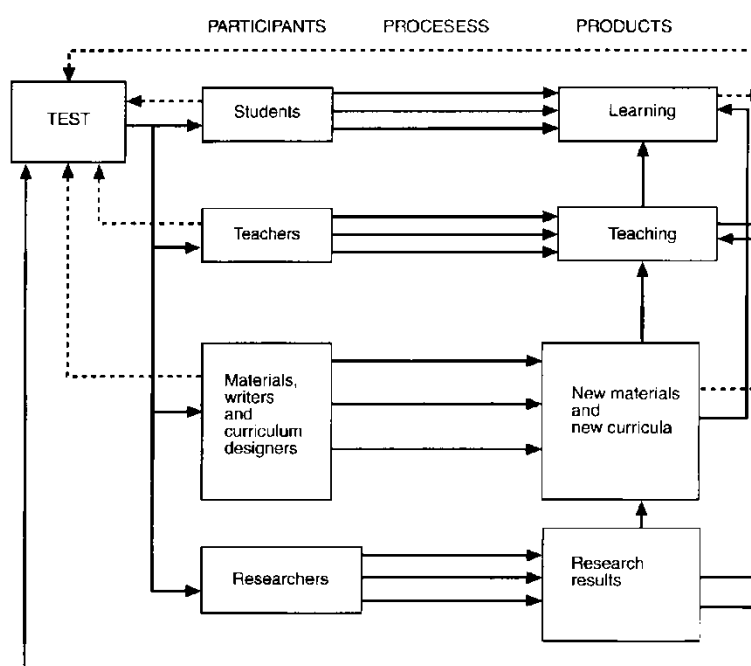


Figure 2.1  
Simple Model of Washback

### ***2.2.6 Areas Affected by Washback***

Washback either negative or positive affects learning and teaching activities in the classroom. Therefore, each component of the activities is also affected by the wasback. Based on Spratt (2005, p. 8-21) the areas affected by washback are curriculum, materials, teaching method, feelings and attitude, also learning. In her journal article, she reviewed some previous study and showed its findings related to those areas.

#### **1) Curriculum**

Alderson and Wall (1993) in Spratt (2005, p. 9) concluded from their Sri Lanka study that the examination had had a demonstrable effect on the content of language lessons. They found that such effect was narrowing of the curriculum to those areas most likely to be tested. Cheng (1997) also noted that the content of teaching had changed after the introduction of the revised exam, reading aloud being replaced by role-play and discussion activities, for example, reflecting the new exam content (Spratt, 2005, p. 9). However, Watanabe (1996) told that the teachers not necessarily teaching listening or writing even though the exam contained these skills. (Spratt, 2005, p. 9). Shohamy et al. (1996) showed a slightly different fact. They report that the Arabic exam had little effect on the content of teaching whereas the EFL exam did (Spratt, 2005, p. 9). The findings from the studies about washback onto the curriculum



indicate that it operates in different ways in different situations and that in some situations it may not operate at all.

## **2) Materials**

The material in this context refers to text-books and past papers that is related to examination. Based on Spratt (2005, p. 10), most teachers know from their own experience that new exam materials are issued when the exam is revised. Furthermore, Cheng (1997) stated that by the time the examination syllabus affected teaching in Hong Kong secondary schools ... nearly every school had changed their textbooks for the students (Spratt, 2005, p. 10). It means, the test affect the use of book and other material for preparing the test itself. Lam (1994) in Spratt (2005, p 11) told a fact of teachers as “textbook slaves” and “exam slaves” with large numbers of the former relying heavily on the textbook in exam classes, and of the latter relying even more heavily on past papers. He also reported that teachers do this for they believe the best way to prepare students for an exam is by doing past test papers.

## **3) Teaching Method**

The teaching method refers to teaching approaches or techniques. Smith (1991) in Spratt (2005, p 11) reported a qualitative study of the role of external testing in elementary schools in the USA. In her research, she went into schools, interviewed teachers and watched classes in action. She attempted to categorize the kinds of

exam preparation that she saw or heard of taking place. Eventhough she watched subjects other than English language being taught, the categories she proposes may prove helpful in facilitating our understanding and awareness of the range of materials and activities used to teach towards exams in EFL exam classrooms. This is how she names and defines her eight categories. The first is No Special Preparation i.e., no special activities are used to prepare the pupils for the test. The Second is Teaching Test-Taking Skills i.e., training testwiseness in skills such as working within time limits or transferring answers to a separate answer sheet. The third is Exhortation i.e., encouraging students to get a good night's sleep and breakfast before the test and to try hard on the test itself. Various forms of prep talks. The fourth is Teaching The Content Known to be Covered by The Test i.e. reviewing the content of ordinary instruction, sequencing topics so that those the test covers would be taught prior to the test, and teaching new content that they know the test covers. Number five is Teaching to The Test i.e., using materials that mimic the format and cover the same curricular territory as the test. Number six is Stress Inoculation i.e., test preparation aimed at boosting the confidence of pupils to take the test; working on students' feelings of self-efficacy. Number seven is Practising on Items of The Test Itself or Parallel Forms and the last is Cheating i.e., providing students with extra time, with hints or rephrasings of words, with the correct

answers or altering marks on answer sheets. Spratt (2005, p. 8-21) stated that teacher attitude towards an exam would seem to play an important role in determining the choice of methods used to teach exam classes.

#### **4) Feelings and Attitude**

Cheng (1998) in Spratt (2005, p. 17) mentioned that students show mixed feelings towards the exam itself, recognizing on the one hand that the exam made them work to achieve good scores but at the same time thinking that exams were not an accurate reflection of all aspects of their study. She continued that there was pressure felt by teachers. The teachers are worried about how the shy or less outspoken students will fare in the new exam, and of one teacher who admits she would feel guilty if she did not familiarize her students with the test formats. Read and Hayes (2003) in Spratt (2005, p. 18) reported that 1 per cent of class time spent on laughter on the IELTS preparation course and 13 per cent on the more general course. However, Watanabe (2000:44) wrote a slightly brighter report. He reported that the atmosphere was not necessarily tense. It seemed to depend on the teacher's attitude towards exam coaching (Spratt, 2005, p. 18).

## 5) Learning

The findings on washback to learning unfortunately are disparate and few. However, a research by Read and Hayes (2003) in Spratt (2005, p. 19) is the closest to find out the learning outcomes on students. In their research, they used retired versions of the IELTS exam as pre- and post-tests. The results showed that the students on both courses (IELTS preparation group and extensive general and academic English group) increased their scores and that there was no significant difference in the score increase between the groups. The sample size of their population was, however, small, numbering 17 students in total.

### ***2.2.7 Definition of SLA***

English is merely used by Indonesian, since Indonesian use *Bahasa Daerah* or Bahasa Indonesia in their daily communication. However, as the world *Lingua Franca* English is used as a communication medium in many aspect of life such as, education, health, technology, economic, and etc. By considering the importance of English in life, therefore Indonesian has to learn English. However, the way Indonesian learn English is different with the way they learn their mother tongue (*Bahasa Daerah*).

Based on his book, Ellis (2003, p. 3) the way in which people learn a language other than their mother tongue, inside or outside of a classroom is called “L2 acquisition”. Here what he refers by L2 in this context is “second language”. He stated that second (L2) can refer to any language

that is learnt subsequent to the mother tongue. Thus, it can refer to the learning of a third or fourth language, and the study of this phenomenon is called Second Language Acquisition (Ellis, 2003, p. 3). Thus, in this research the writer will use Second Language Acquisition approach to observe students in SMP N 1 Kertek learning strategies.

### ***2.2.8 SLA Learning Strategies***

Based on Ellis (2003, p. 76) learning strategies are the particular approaches or techniques that learners employ to try to learn an L2. They can be behaviour (for example, repeating new words aloud to help you remember them) or they can be mental (for example, using the linguistic or situational context to infer the meaning of a new word).

Different kinds of learning strategies have been identified. Cognitive strategies are those that are involved in the analysis, synthesis, or transformation of learning materials. An example is “recombination”, which involves constructing a meaningful sentence by recombining known elements of the L2 in a new way. Metacognitive strategies are those involved in planning, monitoring, and evaluating learning. An example is “selective attention”, where the learner makes a conscious decision to attend particular aspects of the input. Social/affective strategies concern the ways in which learners choose to interact with other speakers. An example is “questioning for clarification” (i.e. asking for repetition, a paraphrase, or an example) (Ellis, 2003, p. 77).

Furthermore, Oxford (1995, p. 5) explained that the learning strategy can be divided into six sub-scales or factors. Those six subscales or factors are;

1. Memory strategies, such as grouping, imagery, rhyming, and structured reviewing,
2. Cognitive strategies, such as reasoning, analyzing, summarizing (all reflective of deep processing), as well as general practicing,
3. Compensation strategies (to compensate for limited knowledge), such as guessing meanings from the context in reading and listening and using synonyms and gestures to convey meaning when the precise expression is not known,
4. Metacognitive strategies, such as paying attention, consciously searching for practice opportunities, planning for language tasks, self-evaluating one's progress, and monitoring error,
5. Affective (emotional, motivation-related) strategies, such as anxiety reduction, self-encouragement, and self-reward,
6. Social strategies, such as asking questions, cooperating with native speakers of the language, and becoming culturally aware.

### ***2.2.9 Teaching Reading***

Receptive skills are the ways in which people extract meaning from the discourse they see or hear. There are generalities about this kind of processing which apply to both reading and listening (Harmer, 1991, p. 199). The reading skill is dominantly used in USBN, since the questions

are written. Some questions also based on the text and the students are required to understand the text. The students have to train a lot to understand a text. Thus, the teacher should give the students a guidance to help them understand a text. Developing way to think may be used as a solution to help the students to understand the text.

Based on Flavell (1979, p. 906) in Lai (2011, p. 4) the term metacognition means “cognition about cognitive phenomena,” or more simply “thinking about thinking.” Based on Baker and Brown, 1984; Brown, 1985; Brown, Bransford, Ferrara, and Campione, 1983; Carrell, Gajdusek, and Wise, 1998; Flavell, 1976, 1978 in Iwai (2011, p. 152) stated there are two dimensions in metacognition. The first dimension is knowledge of cognition and the second dimension regulation of cognition. Furthermore, Baker and Brown (1984) in Iwai (2011, p. 152) stated that in the field of reading, regulation of cognition includes planning, monitoring, testing, revising, and evaluating strategies.

Based on (Israel, 2007; Pressley and Afflerbach, 1995) in Iwai (2011, p. 153) strategies specific to reading can be classified in the following three clusters of metacognition: planning, monitoring, and evaluating strategies. Planning strategies are used before reading; activating learners’ background knowledge to get prepared for reading is an example of planning strategies (Almasi, 2003; Israel, 2007) in (Iwai, 2011). Also, previewing a title, picture, illustration, heading, or subheading can help readers grasp the overview of the text. Monitoring

strategies occur during reading. Some examples of monitoring strategies are comprehension of vocabulary, self-questioning (reflecting on whether they understood what they have read so far), summarizing, and inferring the main idea of each paragraph (Israel, 2007; Pressley, 2002) in (Iwai, 2011). Readers may also identify and focus on key information or key words, including but, however, on the other hand, in addition, also, and in conclusion. Evaluating strategies are employed after reading. For example, after reading a text, learners may think about how to apply what they have read to other situations. They may identify with the author, a narrative, or main character, and may have a better perspective of the situation in the book than they did at first.

In short, Metacognitive reading strategies are classified into three groups of planning (pre-reading), monitoring (during reading), and evaluating (post-reading) strategies, and each group has a variety of strategies that require readers' metacognitive processing.

#### ***2.2.10 Teaching Writing***

The curriculum of English for Junior High School requires the students to learn many kinds of text. Not only know about the texts' characteristics, but also the students are required to produce such texts. The texts have its own function, structure, and tense. The teacher taught each text based on those three aspect, thus each text has specific characteristics. This approach in pedagogy is often called Genre Based approach. Linda and Peter (1995) stated that A genre can be defined as



culturally specific text-type which results from using language (spoken or written) to (help) accomplish something. Martin (1992) in Firkins et al. (2007) stated that Genres (types of texts) are seen as the starting point for modelling, deconstructing, and understanding language.

The approach above is based on a teaching-learning cycle where strategies such as modelling texts and joint construction are promoted (Firkins, Gail, & Sengupta, 2007). Therefore, the teaching-learning cycle involves three stages. Those three stages are modelling a text, joint construction of a text, and independent construction of a text.

Based on Firkins (2007) modelling a text can be done by selecting a text and developing plan for the overall activities. We can situate each activity by getting students to recognize how the text functions in real life, i.e. the social purposes of the text were related to the context, for example, using the procedural text of making a mask. The second stages, Joint Construction can be done by constructing a procedural text and revised vocabulary and language patterns. The teacher led discussions of how the mask was made and remodelled the written procedural genre, by asking students to recall and discuss each step. The third stage, independent construction can be done by asking the students to independently construct a procedural written text attempting to ensure that the three elements 'goal', 'steps' and, 'materials' are understood. The students wrote their own instructions on how to make a mask.

### 2.3 Theoretical Framework

English as tested subject in *USBN* can trigger washback. The washback can be either beneficial or harmful (Taylor, 2005, p. 154). Teacher and students with their product (teaching and learning) can be affected by either beneficial or harmful effect. Based on Spratt (2005, p. 8-21) washback can affect some areas, teaching method and learning are included. Learning strategies is the particular approaches or techniques that learners employ to try to learn an L2 (Ellis, 2003, p. 76). Learning strategies based on Oxford (1995, p. 5) can be divided into some subscales or factors such as memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective, social strategies. The teaching method refers to teaching approaches or techniques (Spratt, 2005, p. 17). Based on (Israel, 2007; Pressley and Afflerbach, 1995) in Iwai (2011) Strategies specific to reading can be classified in the following three clusters of metacognition: planning, monitoring, and evaluating strategies. Linda and Peter (1995) stated that A genre can be defined as culturally specific text-type which results from using language (spoken or written) to (help) accomplish something. The approach above is based on a teaching-learning cycle where strategies such as modelling texts and joint construction are promoted (Firkins et al., 2007). Therefore, the teaching-learning cycle involves three stages. Those three stages are modelling a text, joint construction of a text, and independent construction of a text.

Based on the previous studies and theoretical studies above, the writer designed the theoretical framework as follows;

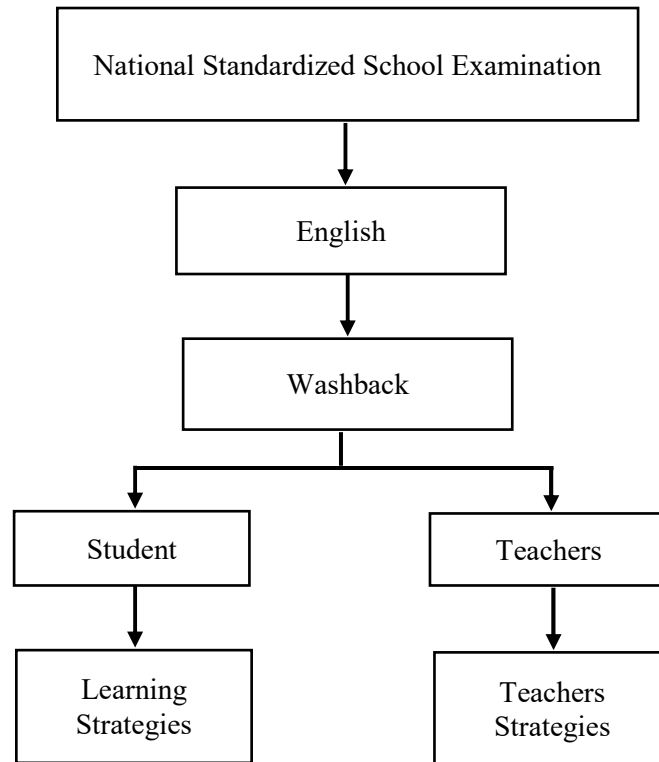


Figure 2.2  
Theoretical Framework

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

In this chapter, the writer provides conclusions and suggestions. The conclusions support the findings and discussion in chapter IV which are the answer of the research question. The suggestions support the significances of the study which are dedicated to the parties mentioned in chapter I.

#### 5.1 Conclusions

Pan (2009) stated that tests induce teachers to cover their subjects more thoroughly, making them complete their syllabi within the prescribed time limits. Both teacher used English USBN preparation to teach the materials in detail, also English USBN preparation also did not interrupt the lesson based on *SK* and *KD*. Both teachers used different teaching method to develop students' reading and writing skills. MR ES used scientific approach to develop students' reading and writin skills, however MR WRDW used Genre Based Approach.

However, there was a trend of negative washback on teachers' strategies. According to Pan (2009), negative washback happens when the teachers have to narrow the curriculum and lose the instructional time leading to "teaching to the test". The teachers gave less attention to the materials of listening and speaking skills because both skills were not tested in English *USBN*, also the school decided to start the extra class program from the middle of first semester. In addition, some meetings in regular were used as *USBN* preparation which was focusing on exercises drilling.

The ninth grade students of SMP N 1 Kertek used vary strategies to improve their reading and writing skills to face USBN. According to Pan (2009), tests motivate students to work harder to have a sense of accomplishment and thus enhance learning. The students did extra effort to develop their reading and writing skills by spending more time to study, for example many students joint tutoring program outside the school even though the school have provided the extra class program. The students also tried to develop some aspects of English such as vocabulary and grammar by memorizing new words and doing a lot of exercises. They also managed their time to balance between studying and refreshing, thus they could handle pressure of the examination.

However, the students also showed trend of negative washback on English USBN. According to Pan (2009) negative washback also appeared when students may not be able to learn real-life knowledge, but instead learn discrete points of knowledge that are tested. Even though the students studied hard to develop their reading and writing skills, they only focus on English USBN preparation. The strategies they applied were supposed to make them ready face English USBN. Also, listening and speaking were given less concern because English USBN only tested reading and writing skills. They only practice both skills in the regular class which were based on *SK* and *KD*. Thus, it could be seen that the students did not consider to practice their English skills in real-life context

In addition, the numbers of exercises which were given to students also triggered negative washback. Based on Pan (2009) cramming will lead students to have a negative positive toward tests and accordingly alter their learning

motivation. The students' motivation to develop their reading and writing skills was to get good score as possible on English USBN, thus it alters their motivation which was supposed to develop the real-life skill of reading and writing.

However, this study has some shortcoming since the writer could not discuss teaching-learning output before both teacher and student prepare for the examination. The writer concludes that gap between examination and the students' competence is quite wide, thus the specification of the examination and teaching-learning output is a concern to be discussed.

## **5.2 Suggestions**

Trend of negative washback on English USBN at SMP N 1 Kertek in the academic year of 2018/2019 should be overcome. Thus, there are some suggestions offered by the researcher.

### **1) Suggestion for the teachers**

Since English USBN tested reading and writing skills, both skills were given much attention from both teacher. The others skills, listening and speaking, were given less attention in the lesson. Even though the teacher taught listening and speaking based on *SK* and *KD*, it was not sufficient for the students to practice both skills. Also, some meetings in regular class should not be used to English USBN preparation, so there could be longer time to practice listening and speaking skills. Thus, it will be better if the teachers balance the portion between four English skills.

## **2) Suggestion for UNNES and English Department**

English is considered as difficult subject for some students. There are some specific strategies to develop their English skills. However, the teacher takes important role in developing students' skills. UNNES and English Department could prepare the future teacher by designing the curriculum which is concerning on Indonesia National Examination. Thus, the future teacher will have sufficient competency to guide the students to take the National Examination.

## **3) Suggestion for the Government**

The national examination implementation is a concern in every year and there are many factor which are evaluated. The demand of the examination and teaching-learning output is still a concern. The writer conclusion based on teachers' responses in the interview session showed that the gap between students' competencies and difficulty of question item was quite wide. Thus, it will be better if the government design the examination based on the teaching-learning output in reality.

## **4) Suggestion for the other researchers**

This study focuses on washback of English *USBN* on teachers' strategies to prepare the students and students' learning strategies. However, teaching-learning output is not discussed in this study, since the gap between students' competence and the test specification is a concern. Thus, the writer expects that the future researcher could focus on the teaching-learning output before both teacher and student prepare the examination.

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