

# CHAPTER I

## INTRODUCTION

This chapter gives an overview of the background of the study, the research questions that come up from some cases, objectives of the study that explain the aims of conducting this research, scope and limitation of the study, and significances for school, teachers, and future researchers are also presented in this chapter. The last, definition of key terms defining the variables used in this research is also provided in this chapter.

### A. Background of The Problem

Education plays an important role in ensuring the survival of the nation and the state. Until recently, the education component that is used needs to be improved. One of component in education is evaluation system of learning outcomes. Evaluation of education according to Indonesia constitution number 20 Year 2005 are the activities of controlling, underwriting and, determining the educational quality of the various components of education at every track, level and type of education as a form of educational responsibility. One of the components that have to be evaluated is the learning outcomes of students. While the assessment is making a decision on something in terms of good or poor, healthy or sick, clever stupid, high or low, and so on. One technique that is commonly used for the assessment is by using the test.

Tests are series of questions or assignments that must be done by students whose results are used to measure students' abilities. As a measurement tool in evaluation, the test provides quantitative data. Meanwhile, the assessment of test is more qualitative by assessing students according to the quality of their learning outcomes. Besides, the test can compare things based on certain sizes or criteria. In the evaluation of learning, there are measurement and assessment activities. The purpose of the test itself is to see whether the student learning process is following the learning implementation. Examine student learning outcomes whether there are deficiencies or not in the learning process, look for solutions to natural student deficiencies, and infer how students mastered competencies are student teachers, Ridwan Fadhil (2021, p.1).

In middle and high schools in Indonesia, there are several tests or examinations that students must take. They are daily exams. Daily exams are also known as daily tests (UH). Its function is to determine the level of mastery of student material on one or more concepts/themes / subject matter. Daily exam scores will be combined with assignments and other grades into the student's daily grades. This grade will be an assessment element on the student report card, Ridwan Fadhil (2021, p.5).

Based on researcher observation in MAGANG 3 and preliminary research, researcher found the evidence about the pressure to improve

students' test score make the teacher neglected the material or made the questions that is not convenient with the content of learning, for the students they too afraid to get the low score. Then they sometimes do the dishonest thing or can be considered as cheating. To solve this problem, the researcher tries to analyze the quality of test in term of washback. In the field of language testing, assumptions about washback were challenged by Alderson and Wall, who observed that: very little evidence has been presented to support the argument that tests influence teaching, Alderson, J.C. & Wall, D. (1993, P. 120) .

They proposed washback hypotheses for investigation, including hypotheses that tests may influence what teachers teach, how teachers teach and attitudes. With this washback analysis on English daily examination, the researcher wants to know the effect of test in teaching and learning activity. There are three contexts in this washback analysis. The first is about the test itself including “model of the test, syllabus, and feedback on the test”. The second is about how a test influence teacher and the last is about how a test influence learners. The study of a washback phenomenon is always interesting, Alderson, J.C. & Wall, D. (1993, P. 123) . It is because washback is a complex phenomenon. Besides, they assume that teachers and learners do things they will not necessarily otherwise do because of the test, Alderson, J.C. & Wall, D.

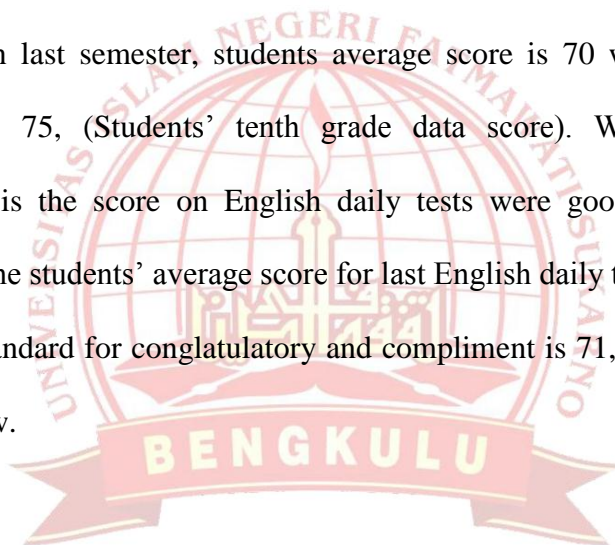
(1993, P. 123-124). Bachman and Palmer state that washback can be positive or negative, and even neutral. Meanwhile, the amount and type of washback depend on the extent to which the status of the test, the degree to which the test counters to the current teaching practices, what teachers and textbook writers are willing and able to innovate, Alderson, J.C. & Wall, D. (1993, P. 127).

Understanding of washback concept are used to understand the context of washback in the field of study. Besides, the some phenomena following the washback will also be reviewed to identify what kind of washback phenomena happen in the field of study. Researcher reviewed some current model teaching and learning in the context of washback. The researcher focuses on English daily test examination to identify how washback effect to the teacher and the learner.

Based on the background and previous studies above, researcher conducted research related to the analysis of washback which includes as one of principles of language assessment with the title “Teacher and Students perception of washback of English daily test to the teacher and students at the Tenth Grade of SMAN 6, Kota Bengkulu”. The researcher chose first grade students of senior high school as subject because English quality of tenth grade start to be increased. They also can be considered as beginner who still familiarize themselves with the English

Daily test. By knowing the influence of the test at classroom practice through washback effect analysis, it will help to improve the quality of the test in the future.

This research conducted in SMAN 6, because there are some students whose average score has not reached the kkm standard. It proven with the data which given by the teacher about students average score for final test in last semester, students average score is 70 while the kkm standard is 75, (Students' tenth grade data score). What makes it interesting is the score on English daily tests were good for most of students. The students' average score for last English daily test is 80 while the kkm standard for congratulatory and compliment is 71, as we can see in the below.



Peringkat	Nama Depan	Nama Belakang	Percobaan #	Akurasi
1	Lorenza	A	25	100 %
2	Paras	Pelangi	25	96 %
3	Nasywa	Mutia	25	92 %
4	Cindy	Tambunan	25	92 %
5	NAUFAL	TAQIYYAH. A	25	92 %
6	M	Dimas Nugraha	25	92 %
7	IX.8	Anandri	25	88 %
8	Prissilia	Hendisti	25	84 %

9	Revaldo	Bkl	25	84 %
10	Darmawan	Mawan	25	80 %
11	Dinda	A	25	80 %
12	Raja	8	23	84 %
13	Shaqila	A	25	80 %
14	Maulana	Alan	25	76 %
15	Galang	MI	23	84 %
16	Rr	11	22	80 %
17	Syarla	Maudy	25	76 %
18	Raji.z	`officials	23	80 %
19	Sella	F	25	76 %
20	Fiola	aulia Perempuan	25	72 %
21	Yudi	Cahyadi	25	72 %
22	Reisya	Syahdinata	25	68 %
23	Januardi	Deco	25	72 %
24	Abdi	Abdi	25	68 %
25	MEITA	MEITA	25	60 %
26	Aripa	Hidayah	25	60 %
27	Nova	Diana	21	56 %
28	08313789387 6	Faramita	22	52 %
29	Dina	Winata	18	52 %
30	Davin	Thamrin	16	52 %
31	Yadi	I	20	48 %

(Source:Quiziz  
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Based on what the researcher observed before questions in English daily test about Regular and Irregular verb are suitable with students' learning content for tenth grade of senior high school students, but there is one thing of the English daily test did not follow the procedures in the

Syllabus. In syllabus has explained that the test should make the students to produce or create Regular and Irregular texts/verb, the test only measure about student's understanding through comparing the Regular and Irregular texts/verb. This kind of condition automatically will affect to other important exams just like English middle test and final test. It means that English in SMAN 6 need more attention. As we know that English is play important role in life. It is testing in national examination. So, it is very important for students in this school to increase their English more. In addition, the other reasons is English daily test held in this school for once or twice in a month, if the quality of the test is not good and there are some questions that did not match with the procedures in syllabus if will give a bad effects to students result for next important test such as English middle test and Final.

Because of the problem above, the researcher is inspired to do the research entitled **Teacher and Students perception of Washback for English Daily Test at the Tenth Grade of SMAN 6, Kota Bengkulu.** The researcher had find out the washback effects in classroom practice which can be either beneficial or harmful.

This research conducted in SMAN 6, Kota Bengkulu because the researcher found phenomena that supporting for analyzing the perception of washback in preliminary reseacrch. In SMAN 6, The English teacher

also provided the feedback in every English daily test and it can make the researcher easier to analyze the perception of washback of English daily test.

## **B. Identification of Problem**

Based on the background above, some problem can be identified as follows:

1. There is one thing of the English daily test did not follow the procedures in the Syllabus. In syllabus has explained that the test should make the students to produce or create Regular and Irregular verb/ texts, the test only measure about student's understanding trough comparing the regular and irregular verb/texts.
2. English daily test held in this school for once or twice in a month, if the quality of the test is not good and there are some questions that did not match with the procedures in syllabus if will give a bad effects to students result for next important test such as English middle test and Final.

## **C. Limitation of Problem**

Limitation of this research is focused on test item perception. The research object focuses in the teacher and students perception of washback for English daily test and focuses on the teacher, and washback



on how teacher teaches, students' behaviors when facing the English daily test, students feeling and perception about English daily test.

#### **D. Research Question**

Based on the limitation of the problems above, the research question in this research as follow: What are the teacher and students perception of Washback of English daily test at the tenth grade at SMAN 6, Kota Bengkulu?

#### **E. Research Objectives**

To find out the teacher and students perception of Washback of English daily test at the tenth grade at SMAN 6, Kota Bengkulu .

#### **F. Research Significances**

##### 1. For teachers

This study helps the English teachers to know the teacher and students perception of washback for English daily test either positive or negative which usually made by his/her own self. Therefore, after knowing the result, the teachers can make some considerations for making the test item and improve the quality of test and give positive washback.

##### 2. For school

The school policy maker can understand more about phenomena of teacher and students perception of washback for students, teacher, and teaching method. This research helps them to take some better decisions in order to get positive washback.

### 3. For future researchers

This study is beneficial for future researchers who are interested in washback phenomenon. This study can be reference for them and inspire them to conducting the other research related to the washback phenomenon.

## **G. Definition of Key Terms**

There are some key terms in this research, they are :

### 1. Test Analysis

Test analysis is the process of looking at something that can be used to drive test information. This basis for the test is called the test basis. The test basis is the information we need in order to start the test analysis and create the test cases, H.Douglas Brown (2004, p.3). In this research, the researcher collected the test sheets of tenth grade at SMAN 6, Kota Bengkulu. After that, the researcher will analyze some categories that are included in washback perception. Some categories of the rest needed to analyze the washback are list of questions,

questions compatibility with students' subject matter, and teachers' feedback.

## 2. Washback Perception

Washback also known as measurement-driven instruction, it is a common term in applied linguistics referring to the influence of testing on teaching and learning. Although most of the educationists and scholars are agreed on the basic definition that "washback" is the influence of test on the classroom practices which can be either beneficial or harmful, yet there is found a variety of definitions indicating slight differences in meaning. Hughes wrote that the effect of testing on teaching and learning is washback, Anthony Green (2013, p.40). Washback effect refers to test impact of the effects that a test may have on individuals, policies or practices within the classroom, the school, the educational system or society as a whole. In this study washback effect is measured by questionnaire and interview as instrument.

## 3. English daily test

Test is a specific assessment or a particular form of assessment, for assessment includes test as its subset, H.Douglas Brow (2014, p.3). Test is a process that is administered to measure student's ability to performance in a particular field in a certain time limit with some

specific goals. It generally acts as a gate pass in teaching for students to go ahead in learning, H.Douglas Brow (2014, p.3). English daily test is process that is administered to measure student's ability to performance in English subject in a certain time limit usually held once or twice in a month with some specific goals.

English daily test intended in this research is the test that usually held for twice or once in a month. Here the researcher collects the example of English daily test sheets for tenth grade at SMAN 6, Bengkulu City that have been done by students and has been scored and evaluated by the teacher.

