

CHAPTER II

LITERATURE REVIEW

The literature in this chapter gives a brief explanation about some theories that support this research. Some previous researches are provided in this chapter as references that complete the theories. The theories are about assessment and testing, kind of assessment, definition of washback, context of washback, positive and negative washback, the function of washback, and the last is dimension of washback.

A. Assessment and Language Testing

1. Assessment

Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance. Written work-from a jotteddown phrase to a formal essay is performance that ultimately is assessed by self, teacher, and possibly other students. A good teacher never ceases to assess students, whether those assessments are incidental or intended. Assessment helps the teacher to know the students ability, improvement, and achievement during teaching learning processes. Assessment not only intended just like giving some tasks to learners in order to know the measurement of things which the teacher need to assess , the teacher can also make an incidental assessment based from an observation about students' behavior, or their responses in the class, Glenn Fulcher, Fred Davidson (2007, p.23-24).

2. Type of Assessment

In addition Desmizar Mulia, (2019, p.12-13). There are several types of assessment, they are:

a. Informal assessment

Brown stated that Informal assessment can take a number of form, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the student (Brown,2003). Example saying a “good work”.A good deal of teachers informal assessment is embedded in classroom tasks designed to elicit performance without recording results and making fixed judgements about students competence.

b. Formal assessment

On the other hand, formal assessment are exercises or procedures specifically designed to tap into a storehouse of skills and knowledge. They are systematic, planned sampling techniques constructed to give teacher and studentan appraisal of students achievement.

c. Summative Assessment

Summative assessment is kind of assignment or task that conducted at the end of learning process and it used to indicate the achievement of a learner's to gauge learning outcomes. Summative assessment is used for grading. Some functions of summative assessment include grading or ranking students, passing or failing students and telling students what they have achieved, (McAlpine & Higgison, 2001, as cited in Iahad, et al., 2004).

d. Formative Assessment

As mention in May (2000), McAlpine & Higgison (2001) and Brown et al. (1997) as cited in Iahad et al. (2004), they argued that formative assessment is sets at first or during learning process; on

the other hand, formative assessment is assessment that promotes learning. It is designed to assist the learning process by providing feedback to the learner, which can be used to highlight areas for further study and performance improvement.

3. Kind of assessment

Assessing students' performance is one of the most essential duties of teachers. Yet, many teachers report that they do not feel adequately prepared for this task. Teachers often believe that they need remediation or assistance in applying assessment concepts and techniques, as well as making assessment-related decisions. Research has shown that teachers lack essential assessment skills while administrators have low levels of assessment literacy. This assessment illiteracy has an effect of giving false results to the students, thereby, preventing them from reaching their full potential, Esma Şenel (2011, p.49).

In the classrooms, teachers/instructors use assessments mainly for three purposes: diagnostic, formative and summative. Diagnostic, or pre-assessments, usually come before instruction. Instructors use it to check their students' previous knowledge and skills. It tells the teachers how to plan the course in advance. In this case, no grades are given because of the diagnostic nature of the tests.

Summative assessment, on the other hand, summarizes what students learned at the end of a course. Good examples of summative assessments are final exams, essays and performances. Grades or scores are given. Unfortunately, summative assessments or assessment of learning is widespread and is still used in secondary education and at a number of higher education institutions. Studies have shown that this type of assessment, when used alone, is not enough to enhance

student learning. This is simply because waiting until the end of a course to figure out how well students have learned is too late to help them improve the way they learn. The third type is formative assessment. This occurs alongside instruction and serves to provide feedback to teachers and students. It serves the purpose of guiding teachers and learners. Examples of this type of assessments are: non graded quizzes, teacher observation, oral questioning and essay drafting in addition to self-and peer-assessment. According to Black & Wiliam, assessment for learning, results in effective teaching, as they should go in line with each other, Esmā Şenel (2011, p.49).

In conclusion, there kind of assessment are related each other. An assessment which usually held in the beginning of course or before teaching learning activity begins is called diagnostic assessment. The commonly example of this test is new admission test for learners. During teaching and learning activity, teacher can measure the improvement which happens in the class through formative assessment. As explained before the improvement can be seen from intended formative assessment from the tasks and accidental formative a sssessment from teacher's observation. The last kind of assessment is summative a sssessment which usually held in the end of teaching learning processes such as final test.

4. Language Testing

Language testing both serves and is served by research in language acquisition and language teaching. Language tests, for example, are frequently used as criterion measures of language abilities in second language acquisition research. Similarly, language tests can be valuable sources of information about the effectiveness of learning and teaching. Language teachers intentionally use tests to help diagnose

student strength and weaknesses, to assess student progress, and to assist in evaluating student achievement. Language tests are also used as sources of information in evaluating the effectiveness of different approaches to language teaching, Glenn Fulcher, Fred Davidson (2007, p.25).

5. Types of Test

There are different kinds of test according to different criteria. Gonzalez (1996, p. 31) divides test into five categories based on the purpose as follows:

a. Placement tests

The function of this test is to place new students in the right class in the school. Usually based on syllabuses and materials the students will follow and use once their level has been decided on, these test grammar and vocabulary knowledge and assess students' productive and receptive skills. Some; schools ask students to assess themselves as a part of placement process, adding this self-analysis into the final placing decision. In line with that, Hughes (1989) reveals that placement tests are intended to provide information which will help to place students at the stage (or in a part) of the teaching program most appropriate to their abilities (p. 14). On the other word, this test helps the educators to place students in the learning group that is appropriate for their level of competence. For instance, when the students want to join formal schools and universities. Virtually, placement tests are also administered in some nonformal institution.

b. Diagnostic tests

Hughes (1989, p. 12) defines that diagnostic tests are used to identify students' strengths and weaknesses. They are intended primarily to ascertain what further teaching is necessary. In addition, Gonzalez (1996) asserts that diagnostic tests are also called formative or progress tests and they are used to diagnose a particular aspect of a particular language or to check on students' progress in learning particular elements of a course. They help the teachers to decide what needs to be taught to students. Generally, these tests refer to short-term objectives. When you want to join "students' exchange", you must join diagnostic tests.

c. Achievement tests

These tests are used to measure the students' language and skill progress in relation to the syllabus they have been following (Harmer, 2001, p. 321). Similarly, Hughes (1989) mentions that achievement tests are directly related to language courses, their purpose being to establish how successful individual students, groups of students, or the courses themselves have been in achieving objectives (p, 10). In line with that, Hungerland (2004) asserts that these tests are associated with process of instruction. In short, these tests assess whether learners have acquired specific elements of language that they were taught in the language course they took part in. There are two types of achievement tests: final tests at the end of the course and progress tests during the course. For instance; quiz, midterm, final examination, and others.

d. Proficiency tests

Gonzalez (1996) claims that proficiency tests are not limited to any course or curriculum and they measure global competence in a language. Some of them are external examination which contains

several papers and machine scorable and sometimes they add free writing or speaking with the subsequent problem of practicality of scoring. It is supported by Hughes (1989, p. 9) who asserts that proficiency tests are designed to gauge people's ability in a language regardless of any training they may have had in that language. The examples of these tests are TOEFL, TOEIC, IELTS, Cambridge Examinations and others.

e. Aptitude tests

The function of these tests is to find out whether or not the learners will be successful in learning a foreign language. As Brown (2004) points out that these tests are rarely used in learning environment due to the prediction of the general scholarly success of the students is merely. These tests are also not to tell anything about the strategies students may use. Apart from that, there are even serious ethical objections because they bias both teacher and students. The Modern Language Aptitude Test and The Pimsleur Language Aptitude Battery are kind of aptitude tests, Nike Angraini (2016, p.19-20).

From the explanation above, we can conclude that a test is definitely an assessment, but an assessment is not always about the test. An assessment has a wider area than a test, it because a test is one of the kind of an assessment.

B. Definition of Washback

The notion of washback is prevalent in language teaching and testing literature, but it is seldom found in dictionaries. Some writers used the term backwash to describe the effects or influences brought by tests or examination. There are many experts who state the definition of washback. Alderson & Wall said that washback compels

“teachers and learners to do things they would not necessarily otherwise do because of the test, Yi-Ching Pan (2009, p.258).

Messick described washback as “the extent to which the introduction and the use of a test influences language and teachers to do things they would not otherwise do that promote or inhibit language learning, Yi-Ching Pan (2009, p.258-259). Bailey states the definition of washback as simple as possible, he said that washback is the influence of testing on teaching and learning, Yi-Ching Pan (2009, p.258-259). Washback can be visible from an examination of any kind of tests. What happens before and after the test is important because it gives a contribution about what the effect of washback to the teaching and learning activity.

According to the next expert Shohamy, he said that washback is delineated as “the connections between testing and learning”, Yi-Ching Pan (2009, p.259).

Pearson explained another definition of washback from the boarder view, he said Public examinations influence the attitudes, behaviours, and motivation of teachers, learners, and parents, and because examinations often come at the end of a course, this influence is seen working in a backward direction, hence the term of washback”. The last is definition from Cheng, he said washback indicates an intended or unintended (accidental) direction and function of curriculum change on aspects of teaching and learning by means of a change of public examinations”, Yi-Ching Pan (2009, p.258).

Based on the definitions above about washback, the researcher can conclude that washback is how the test influences to some contexts which related with teaching and learning activity. The area of context comes from the smallest until the largest unit such as how the test

influences learners, teachers, school policy maker, parents, and society.

C. Context of Washback

Alderson and Wall's hypothesis on washback effect, indeed, laid the foundation for the currently ongoing discussion in this field. To specify the phenomenon, they posed 15 possible hypothesis:

- a. A test will influence teaching.
- b. A test will influence learning.
- c. A test will influence what teachers teach.
- d. A test will influence how teachers teach.
- e. A test will influence what learners learn.
- f. A test will influence how learners learn.
- g. A test will influence the sequence of teaching.
- h. A test will influence the sequence of learning.
- i. A test will influence the degree of teaching.
- j. A test will influence the degree of learning.
- k. A test will influence attitudes to the content, method.
- l. Test that have important consequences will have washback.
- m. Tests that do not have important consequences will have no washback.
- n. Tests will have washback on all learners and teachers.
- o. Tests will have washback effects for some learners and some teachers, MatiullahJaan (2013, p.63).

Alderson recognized washback as a distinct and emerging area within the field of language testing. Washback is rooted in the notion that tests or examinations can and should drive teaching, and hence learning, and is also referred to as measurement driven instruction.

Popham and Pearson asserted that examinations influence the attitudes, behaviors and motivation of teachers, learners and parents, and because examinations often come at the end of a course, this influence is seen working in a backward direction, hence the term washback. Cheng claimed that washback is an intended or intended direction and function of curriculum change on aspects of teaching and learning by means of a change in public examinations“. This definition covers more aspect than merely teaching and learning as advocated by most of the researchers. It focuses on the change of curriculum in the wake of teaching and learning styles, Matiullah Jaan (2013, p.62).

Biggs uses the term “backwash” to refer to the fact that testing drives not only the curriculum, but teaching methods and students’ approaches to learning. Andrews, Fullilove, and Wong state that the term “washback” is used to refer to the effects of tests on teaching and learning, the educational system and the various stakeholders in the education process. There seems to be at least two major types or areas of washback or backwash studies those relating to traditional, multiple-choice, large-scale test, which are perceived to have mainly negative influences on the quality of teaching and learning and those studies where a specific test or examination has been modified and improved (e.g, performance-based assessment), in order to exert a positive influence on teaching and learning, Anthony Green (2013, p.16).

Washback can be defined into two major perspective, the difference is that of the impact of washback on micro and macro levels. At micro level, the influences of test can be seen within the

classroom; to the extent a test influences teaching methodology by the teacher and learning strategy by the learners. At macro level, the influence of test can be gauged from the point of view of program, curriculum, institutions, administration, test developers, counselors and parents.

A number of research studies have been conducted to investigate the phenomenon of washback and explore how it affects to various stake holder. 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, and feedback on the test”. The second is about the teacher. The last is about the learner. Alderson and Wall said that the study of a washback phenomenon is always interesting. 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).

The first context in this washback analysis is the test including “model of the test, and feedback on the test”. Test design is the starting point for encouraging behaviors that are compatible with the aims of the test. Provision of feedback on test performance with suggestions on ways of developing targeted skills can also help teachers to focus on developing these abilities in their students.

The second is the teacher, here the researcher wants to analyze the washback effect on what the teachers’ teach, how teachers’ teach, some teachers believe that tests can exert a powerful influence on teaching, and may be harnessed to raise standards of teaching and

learning. Thus measurement-driven instruction has the hope and expectation that testing will shape and pull teachers practices in desirable ways and motivate teachers to improve their teaching. Others have observed that examinations have negative effects on the curriculum taught on problem-solving skill or on time spent teaching. There are examples from around the world of success and failure in the use of tests to raise standards of teaching, Glover, P. (2014, p.197).

The third is the learner. There are some aspects about the learner that will be analyzed in this study. The aspects are learners or students reaction for English daily test, self concept, self assessment, and students learning outcome.

1. Washback Perception in this study

a. English daily test

Daily test are activities that are carried out periodically to measure the achievement of students competencies after completing them one basic competence (KD) or more, Yunan Yusuf, M (2007, P.5). Every teacher does daily tests can find out or assess the ability of students from the beginning of learning material to the end.

According to Khoiriyah N (2019, p.20) in Zainal Arifin stated that daily test are periodic repetition at the end of development competence. Daily test can be used to uncover mastery of understanding up to evaluation, and for demonstrate mastery of the use of a tool or a procedure.

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Washback includes the effects of an assessment on teaching and learning prior to the assessment itself, that is on preparation for the assessment. Informal performance assessment is by nature more likely to have built in washback effects because the teacher is usually providing interactive feedback. Formal tests can also have positive washback, but they provide no washback if the students receive a simple letter grade or a single overall numerical score, H. Douglas Brown (2004, p.29).

Tests induce teachers to cover their subjects more thoroughly, making them complete their syllabi within the prescribed time limits, Matiullah Jaan (2013, p.64-65). Here the researcher not only focused on feedback which made by the teacher for the students at the tenth grade in SMAN 6, Bengkulu City, but also tried to analyze the questions of English daily through Syllabi for students' Learning. The content of students learning material and the basic competencies from Kurikulum Merdeka Syllabi becomes the reference for the researcher to analyze the example of English daily test in SMAN 6, Bengkulu City.

The quality of the test becomes one of point which need on washback effect analysis. As explained before that washback

induces the effects of an assessment on teaching and learning activity. A good test will provide a feedback and a feedback automatically will give a good affect both for the teachers and learners.

b. Washback effect based on attitudes, responses, and feeling.

Hughes asserted on the washback effect can bring on the participants, process and products of teaching and learning. He said that: The tracheotomy into participants, process and product allows us to construct a basic model of backwash (washback). The nature of a test may first affect the perceptions, attitudes, and responses of the participants towards their teaching and learning tasks. It can be categorized as positive washback if the test gives a good affection towards teaching and learning. The perceptions and attitudes in turn may affect 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 the learning outcomes, the product of the work. The feeling through process includes “any action taken by the participants which may contribute to the process of learning”. And, the product includes what is learnt and the quality of learning, Matiullah Jaan (2013, p.64-65).

The participants to be influenced by washback effect are recognized as language testers, teacher trainers, teachers, learners, parents, counselors, administrators, material developers, curriculum designers sponsors and funding bodies, government bodies, the public, various national and international examination authorities , “all of whose perceptions and attitudes towards their work maybe affected by a test”, Matiullah Jaan (2013, p.65). As

the researcher explained before this washback effect analysis only focused on teachers and learners perception, behavior and attitudes towards English daily test, so the participants that may be influenced by washback effect such as parents, counselors, administrators, curriculum designer sponsors and funding bodies, government bodies, and others are not discussed in this research.

Based on context chosen by the researcher about washback effect to the teacher and learners, the way to know how the washback happens to classroom practice is by analyzing the attitudes, response, and feeling of the classroom participant. Here, the researcher divide into some parts. The first is about student's teacher's responses to English daily test and the second is students' behaviors when facing the English daily test, students feeling and perception about English daily test.

c. Washback effect on what and how teacher teach

Washback affects differently to its stakeholders. The major impact receivers however, are recognized as teacher and learners. Whereas, teaching and learning change with the thought of testing. Shohamey reported in her study different changes taking place in classroom instructions as the exams drew nearer. Some extra sessions were added to the class instructions hours to review thoroughly the material already covered. The students were motivated by the teacher to have mastery on the exam material. The teachers' strategy is also reported to change with the idea of examination. Pan said good tests can be utilized and designed as beneficial teaching-learning activities so as to encourage positive teaching-learning processes, Matiullah Jaan (2013, p.65-66). Alderson and Hamp-Lyons found negative

attitudes to examination teaching, with teachers complaining that teaching became ‘boring and fragmentary’, resenting time pressure, Glover P (2014, p.198).

Evidence of washback on attitudes has also been found, often as a conflict between how teachers would like to teach and how they feel they are forced to teach for examinations, Glover P (2014, p.198). Prodromou claims that sound teaching practices are often sacrificed in an anxious attempt to ‘cover’ the examination syllabus, and to keep ahead of the competition, Glover P (2014, p.198). Research into washback on how teachers teach is more complex than that for what teachers teach and for attitudes. There seems to be a conflict between on the one hand Bachman and Palmer claims that ‘most teachers are familiar with the amount of influence testing can have on their instruction’ or that there is a general consensus that high- stakes tests produce strong washback, Glover P (2014, p.198).

2. Positive and Negative Washback

Washback operates differently in different situations. In itself, washback is a neutral term which can infer positively or negatively on the stakeholders. Bailey said, ‘Washback can either be positive or negative to the extent that it either promotes or impedes the accomplishment of educational goals held by learners and/or program personnel. Tests have their effects on the stakeholders which related about teaching and learning, there is no doubt in it, yet what is the direction of these effects and how much influential these effects are, is still hard to trace, Matiullah Jaan (2013, p.64). Alderson and Wall indicated that if teachers use tests to make their students pay more attention to learning, it is positive influence of

testing. If the teachers narrow curriculum to make their students sharper on the exams, it will be a negative influence of testing on the students learning, Matiullah Jaan (2013, p.64).

As researcher said in the background before, researcher find 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, it also will be a negative influence of testing to the learners. Alderson and Wall asserted that, If there were no conflicts in the aims, activities, or the marking criteria of the textbook and the exam, and if teachers accepted these and worked towards them, then a positive washback could be assumed to have occurred. Pan summarized the positive washback effect in the following points:

1. Tests induce teachers to cover their subjects more thoroughly, making them complete their syllabi within the prescribed time limits.
2. Tests motivate students to work harder to have a sense of accomplishment and thus enhance learning.
3. Good tests can be utilized and designed as beneficial teaching-learning activities so as to encourage positive teaching-learning processes, Matiullah Jaan (2013, p.64).

Shohamey indicated some conditions which can promote negative washback. When tests are introduced as authoritative tools, judgemental, prescriptive, and dictated from above, when the writing of tests does not involve those who are expected to carry out the change the teachers; and when the information tests provide is not detailed and specific and does not contain meaningful feedback and diagnosis that can be used for repair, it is difficult to expect that

tests will lead to meaningful improvement in learning, Matiullah Jaan (2013, p.65).

Anderson, et al mentioned the habit of rote memorization in learners as a negative washback effect. Drawing on the possibility of negative washback effect, Alderson and Wall wrote that there was always a possibility that the exam and the textbook would be pulling in different direction the most obvious danger was that teachers might concentrate on reading and writing rather than listening and speaking, since the oral skills were not to be tested. Making the test for the students is not an easy thing. The teacher should divide the questions and put the skills of English language on the test equally. There were several other ways in which the examination could work against the textbook if it did not reflect the goals as fully as it should have. This would constitute negative washback. The following summarized hints, however, were forwarded by Pan to indicate negative washback effect:

1. Tests encourage teachers to narrow the curriculum and lose instructional time, leading to “teaching to the test”.
2. Tests bring anxiety both to teachers and students and distort their performance.
3. Students may not be able to learn real-life knowledge, but instead learn discrete points of knowledge that are tested.
4. Cramming will lead students to have a negative washback toward tests and accordingly alter their learning motivation.

Positive washback induces meaningful and effective learning activities in classroom. The teachers will focus on completing the syllabus. The learners will feel incentive in a thorough learning of all language skills. On the higher level educational settings, the

school authority will use testing to achieve educational goals. But it will turn to negative washback effect if the authority uses these tests to get power and create anxiety among school staff and students, Matiullah Jaan (2013, p.65).

3. The function of Washback

Washback or backwash here refers to the influence of testing on teaching and learning. The concept is rooted in the notion that tests or examinations can and should drive teaching, and hence learning, and is also referred to as measurement driven instruction, Alderson, J.C. & Wall, D. (1993, p.123).

Bailey cites Hughes' trichotomy to show washback function in actual contexts of teaching and learning. Hughes claimed that three aspects of backwash are needed to be explained. Hughes stated that a model of backwash can be constructed through the trichotomy of participants, process and product. He believes that, first of all, the nature of a test influences the perceptions and attitudes of the participants towards their teaching and learning activities. These perceptions and attitudes also influence what the participants do to carry out their work (process), including practicing the kind of items available in the test, which influence the learning outcomes (product). Washback will give a great evaluation from the test and some aspects that related with teaching and learning. From the result of washback, the teacher will know what he or she need and do not need to do for the further test, Ragil Krisnandani (2019, p.23-24).

4. Dimensions of washback

Watanabe conceptualized washback on the following dimensions, each of which represents one of the various aspects of its nature.

There are some dimension that asserted by Watanabe:

a. Specificity

Washback may be general or specific. General washback means a type of effect that may be produced by any test. For example, there is a test motivates students to study harder after doing the test, washback here relates to any type of exam, hence, general washback. Specific washback refers to a type of washback that relates to only one specific aspect of a test or one specific test type. For example, in the English test there are some components and one of it is listening. After knowing the result of the test, students and the teachers emphasize to learn and teach focus on listening aspect than another aspects such as speaking, writing, and reading, Liying Cheng, et al. (2004, p.20).

b. Intensity

Washback may be strong or weak. If the test has a strong effect, then it will determine everything that happens in the classroom, and lead all teachers to teach in the same way toward the exams. On the other hand, if a test has a weak effect, then it will affect only a part of the classroom events, or only some teachers and students, but not others, Liying Cheng, et al. (2004, p.20).

c. Length

Kind of lengths are short term washback and long term washback. Short term washback means the influence of an

entrance examination is present only while the test takers are preparing for the test, and the influence disappears after entering the institution. However, long-term washback means the influence of entrance exams on students continues after they enter the institution, Liying Cheng, et al. (2004, p.20-21).

d. Intentionality

Messick implied that there is unintended as well as intended washback. The McNamara also holds a similar view, stating that “High priority needs to be given to the collection of evidence about the intended and unintended effects of assessments on the ways teachers and students spend their time and think about the goals of education. Unintended and intended washback can be seen from social consequences of test about teaching and learning, Liying Cheng, et al. (2004, p.21).

e. Value

Examination washback may be positive or negative. Because it is not conceivable that the test writers intend to cause negative washback, intended washback may normally be associated with positive washback, while unintended washback is related to both negative and positive washback. The distinction between positive and negative could usefully be made only by referring to the audience. In other words, researchers need to be ready to answer the question, “who the evaluation is for”. For example, one type of outcome may be evaluated as being positive by teachers, whereas the same outcome may be judged to be negative by school principals. Thus, it is important to identify the evaluator when it comes to passing value judgment, Liying Cheng, et al. (2004, p.21).

The researcher should decide what context that will be evaluate in order to know the area which going to be analyzed. For example, in this research the researcher chooses three contexts for analyzing washback (the test, the teacher, and the learner). Dimension of washback here can help the researcher to determine what aspect or context of washback, identifying the collects data, and decide the result either the test gives the positive or negative washback.

D. Review of related literature

1. Previous Research

There are some previous researches that used by the researcher for reference. The first is Washback of the foreign language test of the state examinations in Colombia by Norma Barletta Manjarrés University of Arizona-Universidad del Norte. An insight into the test was obtained through an analysis of the official document of the Foreign Language Test of the ICFES examination, available for teachers and interested people through the web site of the ICFES. It contains the general theoretical frame of the teaching of foreign languages in Colombia.

A review of the legal dispositions makes it clear that since the General Law of Education was issued in 1994, all schools have to teach at least one foreign language, and that this teaching has to aim at developing communicative competence. Special attention is given to Canale and Swain's and Canale definition of communicative competence with the distinction between grammatical, sociolinguistic, discursive and strategic competences. However, the concept of communicative competence was made operative through the notions of linguistic

and pragmatic competences. However, only linguistic competence with its three sub competencies grammatical competence, textual competence and textual coherence that included in the obligatory test all the students have to take, Norma Barletta (2005, p.7).

The test includes 35 multiple-choice questions, distributed in seven different types of tasks or "contexts of evaluation". In general, the questions in the examination range from those that test basic knowledge of vocabulary and grammar to those task for general understanding of short simplified texts, as well as inference making of specific passages. The test still has a considerable focus on form. Sometimes it is possible to answer a question without fully understanding the meaning or the context where the language is used. Some items ask for understanding beyond sentence level, but the larger discourse is never longer than one paragraph of nonauthentic language. Pragmatic competence is not tested, Norma Barletta (2005, p.8).

The similarity between Norma Barletta's research and my research is the context of washback which chosen "analysis of the official document of the Foreign Language Test of the ICFES examination". Norma research is a qualitative research. The differences are the subject of the research, Norma analyzed university students and the researcher analyzed senior high school students. She analyzed state examination and the researcher here analyzed English daily test. And for analyzing official document of test I do not only focus on the type.

The second is Investigating the washback effect of the Pakistant intermediate English examination. Asma Aftab, Sabeen

Qureshi and Isabel William. In this study there is the negative washback from the intermediate examination. The result of this study clearly indicated that the teachers are teaching toward the examination and their teaching appears to be directly influenced by the assessment procedures. The teacher's perception of the intermediate examination as high stake affects their teaching practices as they focus on examination related activities to help students score better, but research suggest that such practices may increase test scores without necessarily increasing understanding, Asma Aftab (2014, p.151).

The similarity between Asma research and this research is about the context of washback "teacher" including teachers are teaching toward the examination and their teaching appears to be directly influenced by the assessment procedures and the teacher's perception of the intermediate examination as high stake affects their teaching practices. The differences are the kind of test, she used Intermediate English examination and this research used English daily test. She only focused on how washback effect for the teacher and did not categorize the dimension of washback either it positive or negative, and the researcher here focused on three contexts "the test, the teacher, and the student".

The last is an exploratory study of TOEFL students as evaluators of washback to the learner by Jessica Reynolds , The University of Queensland. Findings indicated that TOEFL's washback on students' learning left them doubtful as to whether TOEFL preparation and ELL were simultaneous or contradictory processes. The pressure students were under to achieve a certain

TOEFL score, their previous TOEFL experience and differing language levels also contributed to their perceptions of positive and negative washback in their TOEFL preparation courses. Moreover, contextual factors, such as TOEFL teachers' interaction with students, student investment in their learning and student biases functioned as effectors of washback for students in this context, Jessica Reynolds (2010, p.50).

The similarities between Jessicas' research and this research are the subject of our research "senior high school students" and the context that analyze about the washback effect for learners. The difference is about research design, Jessica's research used exploratory research and this research use qualitative research. In that research Jessica did not explain learner perception of feeling that can be influence the result either the test was simultaneous or contradictory processes.

