

Chapter 5

Conclusion and Suggestions

Summary

The idea of washback effect cannot be denied when the tests tended to distort the aim of teaching and learning. Teaching, learning and testing are usual cycle which engaged with the meaning of education. When the teachers aim to educate, it means within all behaviors need to obtain ethical way of education. When the students aim to be educated, it means within all behaviors need to yield the way of education. Therefore, as stated by Glaser (1987), both teachers and students will meet the standards of educational performance. The test itself must require the nature of learning. Moreover, if teaching, learning and testing are connected, as Glaser (1987) said, the idea of the tests will be, “the analysis of rules of performance, the assessment of prior knowledge, the coordination of basic and advanced performance, and analysis of the nature of competence and expertise”.

This study has revealed that the effects of the classroom tests on the teachers’ teaching process are: [1] the teachers’ perceptions of the classroom tests were about the achievement and the score; [2] the teachers’ teaching materials before the test were exercises to make the students familiar with the test instruction and design; [3] The teachers employed teaching to test as the student’s learning target or objective; [4] The teachers’ way to motivate was necessary to conduct even though it sought learning to test; and [5] the teachers’ test design was quite questioned in validity because the design was

based on the common form of exercises from old document and actual document.

On the other hand, this study reveals that the effects of the classroom test on learning process are: [1] the students' perception of the classroom test was about the score achievement; [2] the students learning materials indicated indistinctly because they learned for the test only; [3] The students employed learning strategy when test scheduled; and [4] the students' anxiety level was average even though some of them chose to cheat.

However, according Brown's category, The teachers' and the students' achievement in strategies confirmend positive washback effect of the classroom test. Several strategies are considered as promoting good teaching and learning. Only certain strategies inhibited teaching and learning.

Conclusion

Thus, based on those results analysis, the value of the washback effect of the classroom test was negative. It means that the classroom test gave negative influence to the teachers' teaching process and the students' learning process. The classroom test influenced them to obtain negative washback or unnecessary thought, decisions and activities.

The negative washback in the teachers' teaching process was exposed their perception, teaching material and planning for the tests. Meanwhile, the negative wasback also happened in the students' perception about the test, learning strategies, and their anxiety.

Suggestion

This study could be evaluation and feed back for the process in the classroom practice. Most of the teachers found lots of difficulties to follow exactly what curriculum, syllabus and lesson plan intended to because of the factual system. However, the washback mechanism is able to reveal how profound the classroom tests influenced the teachers and the students negatively or positively.

Therefore, the teachers' role is needed to keep teaching and learning targets are improved and on the right path. The right path means where the teachers obtain necessary view and responses before the classroom tests. For the students, it is necessary to meet the need to learn as their habit. For both of them, it is necessary to find the way preparing the test without leaving the appropriate teaching function and learning objectives.

Finally, this research intended to encourage for the future assessment when the curriculum 2013 will be employed. Curriculum 2013 has applied different assessment system. This research could inspire others to find the washback effect on the classroom tests where the classroom practices the curriculum 2013. The washback could attempt different mechanism because this curriculum associates more on the competence achievement.

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