

Wash-Back of English National Examination on Teaching Learning Process

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Abstrak

Di Indonesia, sudah dikenal bahwa ujian nasional (UN) adalah salah satu persyaratan untuk kelulusan sebagai tes yang berpengaruh pada masa depan, UN mengakibatkan berubahnya proses pembelajaran di kelas ketika mempersiapkan nya. *Washback* terjadi khususnya pada proses pembelajaran ketika mempersiapkan menghadapi ujian nasional. *Washback* dapat memberi pengaruh negative dan juga positif. Bagaimanapun, kedua dampak tersebut tergantung pada keadaan di sekitar ketika pembelajaran sedang berlangsung. Oleh karena itu, penulis tertarik untuk melakukan observasi tentang bagaimana *washback* terjadi dan apa dampak negatif dan positifnya terhadap pembelajaran di kelas, guru dan juga murid-muridnya. Dalam tujuan ini, satu kelas sebagai partisipan dan 5 diantaranya dijadikan sampel data wawancara. Penelitian ini adalah penelitian kualitatif. Metode yang digunakan adalah metode penelitian deskriptif. Data diperoleh dari kelas superior dari kelas 12 sekolah menengah atas di SMAN 3 Tuban dan seorang guru bahasa Inggris. Ada lima siswa yang dipilih untuk menjadi sampel penelitian. Peneliti menggunakan dua instrumen untuk mendapatkan data. Itu adalah observasi dan wawancara. Untuk pengamatan, peneliti melakukan observasi catatan lapangan sebagai non-partisipatif. Peneliti mengamati belajar mengajar di belakang kelas tanpa mengambil bagian dari mengajar lebih lama. Kemudian, peneliti menggunakan wawancara semi-struktural sebagai instrumen kedua. Wawancara semacam ini dipilih karena pertanyaan tertulis menjadi substansi wawancara. Studi ini mendukung pengajaran dan pembelajaran terutama untuk mempersiapkan Ujian Nasional. Para guru dan juga siswa sekolah menengah akan menyadari ujian nasional. Lebih lanjut, penelitian ini membuat siswa lebih siap saat menghadapi UN. Kemudian untuk para guru, mereka akan tahu cara mengajar ujian nasional tanpa memberikan dampak negatif bagi guru dan siswa. Yang terakhir, bagi peneliti masa depan yang tertarik untuk melakukan cuci tangan sebagai topik penelitian, penelitian ini akan menginspirasi mereka.

Kata Kunci: dampak, ujian nasional, persiapan

Abstract

In Indonesia, it establishes National Examination (NE) as one of the requirement for electing students graduation from the secondary school. As the high-stake test, National Examination gives wash-back. Wash-back happens especially in teaching learning while preparing national examination. The wash-back can impact to both teacher and also students. Besides, wash-back can be positive or even negative. However, both positive and negative wash-back depends on the natural surroundings of teaching learning in the class. Those, the researcher interests to do the observation about how is wash-back of teaching English test and what are the positive and negative impact of both teacher and even students. To this aims, one class participated in this research while 5 of them taking an interviewed. This study is a qualitative research. The method used is descriptive research method. The data was obtained a superior class of twelve grade of senior high school in SMAN 3 Tuban and an English teacher. There were five students selected to become a sample of the study. The researcher used two instruments to get the data. Those were observation and interview. To answer the first research question, observation became the instrument. Then, for the second and third questions the researcher used interview. For the observation, researcher practiced field note observation as the non-participatory. Researcher observed teaching learning in behind of the class without taking part of teaching any longer. Then, researcher used semi-structure interview as the second instrument. This kind of interview was chosen because of the written questions were became the substance of interview. This study support teaching and learning especially for preparing National Examination. The teachers and also the secondary students will be aware of national examination. Further, this study makes the students more prepare while facing NE. Then for the teachers, they will know how to teach national examination without giving negative impact to both teachers and the students. The last, for the future researchers who interest to conduct wash-back as the topic of research, this research will inspire them.

Keywords: wash-back, national examination, preparation, impact

INTRODUCTION

In an educational range, it should be the teacher, the learners and the curricula from the national officers' government also the classroom as the place for doing teaching-learning activity. Classroom activity that is done by teacher and students should be based on the curriculum given. However, there are some teachers whom do not consider with those curriculum. According to the regulation of national regency of educational standard number 0022/P/BNSP/XI/2013, National examination of SD/MI, SMP/ MTs, SMPLB, SMA/MA, SMALB, SMK/MAK is a tool to measure and the kind of assessment activity to achieve the goals of graduate competent standard of SD/MI, SMP/ MTs, SMPLB, SMA/MA, SMALB, SMK/MAK nationally covered the certain subject. Commonly, teacher in the XII grade of school teach students by giving test in order to pass the National examination. This phenomenon already happened since National Examination is launched. According to Swain (1985) "It has frequently been noted that teachers will teach to a test: that is, if they know the content of a test and/or the format of a test, they will teach their students accordingly" (p. 43)." Certainly, this method is exactly run out of the curriculum system that is called as negative wash-back. In fact, this method cannot be recommended. Actually, the purpose of teaching in not only to pass the national examination but also for preparing student in facing the globalization to the higher steps that is called college.

According to J. Anderson (2013) National exam preparation is an educational course, tutoring service, educational material, or a learning tool designed to increase students' performance on standardized tests. Educational test is done based on the curriculum given from the government. However, the sometimes, teaching learning in the class is far from the curriculum because of the test. The teacher increase or make the other learning tool design to prepare the students facing the test. The preparation is done because national examination is the most important test taken by the last grade in school. NE preparation usually done by both teacher and students to make the students easier while doing the test. In the field, NE preparation can be done by exercising many items test, reviewing all material and testing. The teachers probably do not do all those kind of preparation. Some teacher only prefer to review the material, or only drilling some kind of test in purposed making the students pass in National Examination. National preparation can be done along a year in the last grade of school or sometimes only done along one semester. This condition depends on the teacher and school and also the students' ability. Therefore, preparation for test is deal with both teacher and students.

On the other hand, teachers are forced by the role of government if they should be able to make the students pass in facing national examination. The societies believe that, if the teachers teach students for the NE preparation by using the drilling of test, the students will have more chance to pass. Contrary, if the teachers teach students by giving material according to the curriculum in the third

grades, they will be confused while facing the NE. This phenomenon always happens in education case. Whereas, the true purpose of NE examination is how the students will be able to face large globalization in the large life. In point of fact, National Examination is belonging to high-stakes test means it can be determine the students' future.

Buck (1988) said that the tests that have wash-back are high-stakes test type. According to Madaus (1988) said that "high- stakes is tests which have a result that can be seen, it can be rightly or wrongly by students, teachers, administrators, parents or the general public, as being used to make substantial decisions that directly affect them". This type of test has strong impact for learners' future because their fortune is depending on the result of that test. Obviously, both teachers and learners do their own duty. Teachers take their responsibility in teaching the material well by regarding the curricula given and the learners take their responsibility in comprehending the material. However, there is a natural tendency for both teachers and learners to tailor their classroom activities to the demands of the test, especially if the test is very important for the students' future and pass rate is used as a measure.

In fact, students are aware with the National Examination. They do everything that can make them success in exam. In Indonesia, NE is still identical as cheating practice. Even though the government is trying to fight the citing practice, both learners and also other party are still looking for other way. The vice chief of federation of Indonesia Teacher alliances (FSGI), state that the level of fraudulences are the same with the previous study (republika.co.id, 2014). These phenomenons make the government changes all the procedure of holding the National Examination. One of the ways is by separating the code of item in each student. In the 2011, the codes of item had been changed about two code became five codes. Then, in 2013 the codes of item were 20. Then, in the last years, the national examination is doing via online or using the computer based. Those all strategies are used for avoid the fraudulence.

Both teaching and learning situations are covered by wash-back. Wash-back is generally defined as the impact of testing on teaching. Alderson and Wall (1993, as cited in Fulcher and Davidson, 2007) described it as "a complex phenomenon" and in their wash-back hypotheses they assumed that teachers and learners "do things they would not necessarily otherwise do because of the test". The impact of wash-back appears when the students and the teacher are preparing in NE. Commonly, teachers teach the students by giving test related to the real test. Students are made common with the type of test. Therefore, in the teaching-learning activities only discussed about a certain type of test. This phenomenon is quite deviate from the main purpose of teaching and learning. In a simple sentence, wash-back can be defined as the further action in classroom done because of test. However, wash-back can be positive and even negative wash-back. Both happen because of the effect of test. The

wash-back appears to affect students and teachers do in preparation of National examination.

A study conducted by Subagyo (2014) stated that negative wash-back is often used by some teachers to overcome the problem while preparing the National Examination. Truly, this way is not too recommend for teaching learning process. However, this way has its benefit for the test takers. Many of students belief that negative wash-back in form of drilling method in teaching learning national examination is very helpful. Therefore, many teachers in the school are still using this kind of wash-back.

Stretcher et.al (2004) also discovers on the study that teachers should play a vital role in bringing about wash-back effect. It means that teachers are normally influence by the wash-back whether it is positive or even negative wash-back. All those wash-backs that are caused by the test are depending on the way teachers teach and bringing the positive wash-back. Shohamy (2001) stated that tests have strong power to make a changing on how the way teachers teach and how the way learners learn.

Additionally, researches on the wash-back of National Exam toward the teaching learning are less conducted in Indonesia. Research in this area, if any, is mainly in those area and how the advantages and disadvantages of the National examination and the effect for the test takers. There is small number in the research that investigate in greater depth on wash-back of English National Examination toward the preparation on teaching learning performance. First, the research was conducted by Norma Baleta that the title is "Washback of exam: A case study of two schools in the department". This study focused on the the washback for both school. It tried to examine the different school with the different of washback. The second is study conducted by Anggun Subagyo in titled "A study of washback of English National Examination among 12th graders of private-religion school". This study focused on the result that was got from the washback implies. Simply, this study did not focus to the process but to the product.

After knowing how important the test will be, the teacher will determine how they teach in the classroom. Teacher action in the class will affect learning performance also in facing the test itself. It also gives the impact of how they prepare in facing national examination. Based on the rationale explored, it is necessary to conduct research on Wash-back of National Examination on teaching learning process

METHOD

This study used qualitative approach. According to C. R. Kothari (2004) qualitative research is the study which concern of the quality of phenomenon. The aim of this research was to discover the underlying motives and desired by using depth interviews to achieve the purposes. Indeed, qualitative approach has many types design. One of them is qualitative descriptive design.

According to Richard and Schmidt, (2002) qualitative method was an investigation which try to

describe accurately and factuality in phenomenon. This design was used in this research because the researcher describes about how the teaching English test to prepare national examination. On the other word, Qualitative descriptive method was used because it describe about the phenomenon. Therefore, this study aimed to describe the phenomenon that occurred in the class that is involving teachers and also the leaners.

The research question was aimed to describe about the positive and negative impacts of National examination on teachin learning process toward students and teacher. The researcher did the observation in the XII grade of senior high school in the second last semester, especially in the superior class, namely science 3. The first subject was the English teacher. This subject is chosen because of some purposive reasons. First, teacher was an expert of teaching on XII grade of Senior high School in SMAN 3 Tuban and has been thought for 26 years. This teacher was chosen by the headmaster to teach in the superior class, means that this teacher has her own proficiency of teaching NE. The second participant were five students of twelve grade of senior high school. Thise participants was chosen because twelve grade would face national examination. However, there were seven classes in twelve grades. The researcher only took one class as the participant named Science 1. This class was chosen because the superior class in twelve grades was that. Teacher earns five students to follow the interview. This selection was helped by the teacher because researcher and also the teacher know that students who are in the high level of shrewdness. This thing had the own purposive also, hoping students could answer the question given from the researcher based on the fact in the class. The science 1 class has though by this teacher since in the tenth grade of senior high school. The average of score was always increase time by time. Therefore, this class and also this teacher was selected as the participant of this study.

In this study, the researcher used some instruments to get the data needed. The instruments that used were observation and interview. According Ary, et al., (2010) "Observation is a basic method for gaining data in qualitative research and is more than just "hanging out." There are two kinds of observation. The first one is participant observation and non-participant observation. In this research, the researcher chosen the second one, it is non-participant observation. This type of observation chosen because the researcher did not take the teacher class action while teaching in the class. Things that researcher did was doing observation about how the teaching learning in the class run out. First, researcher prepared a piece of paper then write three steps of teaching. Those are pre teaching, while teaching and post teaching. Researcher observed every single thing done by the teacher and students then wrote in its part. Then, researcher also used a camera for taking part of teaching learning in the class.

According to Ary, et al., (2010) interviews were aimed to collect the data by using people opinion, beliefs and situation about their own word. Interview in the one widely uses in qualitative research. The researcher did the interview to the teacher and also the students to know what kind of wash-back happen in the class. The researcher chose one kind of interview called semi-structured interview. It meant that the researcher assisted the protocol of question. The researcher preferred to use that kind of interview because it can maintain the flowing communication between the researcher and the subjects.

According to Ary et.al (2010) stated that it is better to reveal what are the important to understand under the study. The addition of question that we can be called as sub-question will be given if the previous question has two possible answers. In interview part, the researcher gave about 8 questions for students and about 7 questions to the teacher. The questions are aimed to answer the research question (see appendix 1).

For gaining the data, the researcher used a recorder tool to record all the answer given by the students and also the teacher. Researcher divided every session of interview in each participant. It purposed to make researcher easier in collecting the data. Besides, reseacher also wrote every answer given by the participant to make sure that the data got were really real and accurate.

In this study, the researcher used a qualitative method consists of three data analysis technique. Namely, organizing and familiarizing data, coding and reducing and interpreting and representing, (Ary, D.,et al. , 2010). Organizing and familiarizing data purposed to collect the data from the instruments used. In this study the researcher applied interview and observation. Originally, the researcher collected the data from both techniques. The researcher got the data from taking a note while the observation and making the transcription from the interview. Those two data got from the research did sequencely.

First thing did by researcher was collecting all the data got from the observation, both written and also the pictures. Researcher tried to collect the data from the first until the last day. After making the field note from the observation, the researcher tried to read and reread of the result, this activity is called as familiarizing. After got the data, reseacher rewrite the important part of each row data. Then, inteprated that data in form good paragraphs.

Second, researcher tried to make a code from the interview results done by teacher and also the students. Reseracher replayed the recording to make sure that the data got was really accurate. Not only that, but also researcher machted the written of interview results with the recording. Therefore, the result was very accurate. Then, the note result of observation and the transcription of interview was organized by the researcher as the first stage. The second stage was called coding and reducing. Coding was the step to develop the raw data. The next step was researcher did the code to looked for the important part of interviews anwers to make it became the keyword of the data got. This method analyzes the data that got from the interview.

When wrote the result from the interview exactly did not use overall result. It meant that the researcher should more pay attention in each answer in the interview and the data got from the observation. According to Ary, D.,et al. , (2010) "The most common approach is to read and reread all the data and sort them by looking for units of meaning—words, phrases, sentences, subjects' ways of thinking, behavior patterns, and events that seem to appear regularly and that seem important." Then, in reducing part, the researcher reduced the data that did not seem important or unneeded.

This step, Researcher collected all the data then make a table consist of four coloums, those were, number, interview result, activities and coding. After that, the researcher looking for the sentence or phrase that are seem important then underlined those sentences. In the activities coloum, the researcher put the important activities that supported the answer of questions. Then, in the coding coloum, the researher wrote the posible code that relevan to the activities.

In the last stages, these were interpreting and presenting. According to Ary, D.,et al., (2010) "Interpretation is about bringing out the meaning, telling the story, providing an explanation, and developing plausible explanations." Then, presenting was about how the researcher present the data got. In this stage, the researcher presented the result in form of written. By giving some of experts definition in each part of the session. This written was not only created from the researcher idea, or not only created based on the observation in the field, but also the researcher combined both the result of the research finding and also the definition of many experts related to this study.

Therefore, written is the best way to interprate this study. Morover, this study may be better representing by using visually and by using newer technology that are providing alternative to present the qualitative research.

RESULT AND DISCUSSION

In order to answer one of the questions of the study about the bias which may appear in the process of teaching learning in he class. In this research, the researcher did the observation along three weeks. The schedule of English lesson was once a week. Therefore, the researcher got three meetings. The participant was twelve grade science 3 in SMAN 3 Tuban. There were 39 students in the class. They are 28 female and 11 male. The observation used for knowing what the impacts on teacher especially in SMAN 3 Tuban are. In fact, Teaching learning in the class had many variant type of methods. Every teacher had their own method to teach students, especially teachers who teach for twelve grades. Those teachers were assigned to be responsible to the students about their NE score. Therefore, the teachers should be hard work to make their own method in teaching NE. However, in the twelve grade of senior high school in SMAN 3 Tuban, teacher changed the way how to teach English test in that class. Hence, it produced some negative and positive impact for the teacher.

Teacher impact	
Negative impact	Positive impact
a. confusing to get the way how to teach the students who got unmotivated. b. drilling is the only one method to teach c. never explain about the material completely. d. ignoring other materials out of "KISI-KISI" NE.	a. aking students be ready to face NE. b. nderstanding what materials should be given

Table 4.1 teacher impact of teaching English test

This table showed about both negative and positive impact for teacher while teaching English test. There were two positive impacts and also two negative impact created from the teaching English test.

The teacher pointed out that she has been teaching or NE preparation since 1993 until this year. It means that she have been teaching for around 25 years. There are four problems that should be faced by the teacher. Firstly, while teaching English NE preparation, teacher is really confuses how the way to teach them. It happens in everyday and every time. It is shown by this excerpt:

"..... tantangan saya ya itu, anak anak pada males, mereka pada jenuh, sehingga menjadi *teacher center*, omongan sya gak di reken, yaaa itu tadi, mereka sudah jenuh....".

".... My challenges,, yeah that is, the students are getting lazy and bored, therefore it becomes teacher center. They ignore my explanation, yeah that it, they getting bored".

Actually, NE was only for students. Participant who had to the most motivating was them. However, as the fact, they were already tired and felt unmotivated whole learning English. It made teacher to think hardly how to make them got their motivation back.

Secondly, teacher did not have another method that is better than drilling. Although, she has tried other method, such as giving additional time for NE preparation, it did not work. Therefore, she thought that drilling was the best method whether students was getting bored.

"..... yak kan emang drilling itu cara yg terbaik ya buat mempersiapkan ujian nasional. Jadi ya, mau gak mau harus tetap dilakukan.."

" yeah, it was proven that drilling is the best way to prepare national examination, right?. Therefore, want or do not want, they have to follow that".

In fact, students did not have choice. This things was became one of the reason why students felt unmotivated.

Third, teacher only explained the material briefly without asking the students whether they were already understood or not. A long three days observation in the class, the teacher alsway did the same. Teacher did nt explain about each material in each number of question, but she was only explained why the answer was that. It proved that when the teacher asked students about what is the different between procedure text and explanation text. There was no students answer to teacher's question. Then the teacher said,

" hayyo, bagaimana ini? Jangan jangan hapalan kemarin tentang text text sudah hilang ya? Ayo di ingat ingat lagi".

".. hayyo, what is going on? I am wonder, all the memorizing in the previous semester are lost. Come on, try to remember it."

According to their conversation in the class, it could be known that previously students were asked for memorizing about much kind of texts and its generic structures.

The last, teacher ignored the RPP made by her, because she thought the students based on the KISI KISI given from the goverment. Unfortunately, teacher did not teach all the materials which should be in the twelve grade of senior high school. Therefore , there were many students and also the teacher lost out.

According to the teacher, there was no positive impact for teacher's self. The procedure used was only for students. Teacher did was only how to make students were be able to ready in facing national examination. Firstly, exactly teacher also felt what the positive impact of those learning procedure was. One of them was making students usual in doing exercise as the latticework of national examination. It was shown in this statement

"..... Yaaa, pasti ada ya dampak negative dan juga positif nya, untuk positif nya mungkin membiasakan murid untuk mengerjakan soal-soal. Membuat mereka familiar dengan soal-soal.....".

" yeah, exactly it has negative and positive impact or students. For the positive one, perhaps it can make them usual doing the exercises. Making them feel familiar with kind o exercises...".

Secondly, teacher knows what things that should be given to students. Teacher knows where is the best thing should be though for students. In fact, the procedure used not only impact on the teaching and learning process but also to the material used. Teacher was highly dependent to exercises as teaching materials. The table below showed the fact:

Diagram 4.1 Students Dependence on Exercises

Table 4.1 student dependence on exercise

This explains that teacher teaches students by drilling the exercise. Teacher focuses on the book created by the school that is consist group of exercises. However, there is another source or material used by teacher to teach NE preparation. Although teacher sometime gives an explanation, it is only for certain item. Sometimes, teacher asked students to do a certain exercise. It is used for knowing the students comprehension about the material. Teacher also asked them to collect the work so that teacher can know how far students were ready in facing NE. The table above also confirms that all of students who participated in this research were given exercises as the main materials in preparing to NE. the material were refers to the textbook, teacher made-material (module), and another book which consist of exercises. The teacher prefers to use module for teaching and learning. Module is a book that made by that school. This book contain of group of exercises. There are listening session, grammar and also reading.

Relying highly on an exercise gave an impact to the narrowing down the curriculum. Both teacher and also the students agree if exercise is the best way for preparing NE. it was because they believed that having exercises from module would bring parallel result to the NE ahead. Teacher knew that NE was made based on the standard graduate competence. This comprehension leads both teacher and also students to rely highly on that material. Unfortunately, this comprehend has an impact narrowing down to the curriculum to those area mostly to be tested.

Lastly, Teacher also tried to stimulate students to be spirit in learning for National examination. She also gave homework every last season lesson to make her students been ready in facing national examination. The homework would be discussed in the next meeting. Besides, teacher also gave an exceptional exercise made by teacher. It should be done in the home and should be collected to the teacher. Unfortunately, teacher never discussed about it while teaching learning in the class. It used only for knowing how far students' comprehension about the materials. For last session, teacher asked students to more spirit preparing national examination. She tried to make students aware and never felt tired to study.

Beside the teacher, national exaination also impact to the students. National examination could make much changing for students' habit in studying, feeling and

doing activities. However, those changings could be positive and even negative. Both negative and positive impacts of national examination on students were discussed in this section.

Teaching and learning in the class totally impact on both teacher and students. Especially for students, they are very nervous when remember about NE. Moreover, students had low expectation for themselves. It appeared that NE preparation had given them various pressures. However, NE preparation done by both teacher and students in the class certainly has positive and negative impact. At the point, teaching learning for preparing national examination was focused on the students. The way teacher thought and the way students learned were pure for students.

There are five negative impacts explained by students. Nevertheless, students had their own reason in mentioning the negative impact. First, this student shown that there was a negative impact resulted from the teaching learning procedure on preparing NE. She said that she would be lost the material about other subjects. However, there were not only those negative impacts. It shown in this excerpt:

STUDENTS IMPACT	
NEGATIVE IMPACT	POSITIVE IMPACT
1. losing the other material out of NE subject	1. having maximal preparation for facing NE
2. forcing them to do much of exercises.	2. knowing what is the most important thing that should be learnt more. (vocabulary)
3. making student feel unmotivated because of the way teacher teach. (drilling exercise)	3. feeling ready to face NE
4. hanging students' felling about NE	4. practicing more in NE subject.
5. never ask about students' comprehension	5. memorizing some materials

S1# "...ya mungkin, apa yaa, mungkin peajaran yg lain terlupakan yaa.. gara gara okus ke soal soal ujian tadi..."

".... Yeah, may be.. What is that yeah may be the other subjects will be forgotten yeah, it is because we are focus on that NE exercises ..."

This student explained that national examination made him ignore the other subjects. Especially, it was for the subjects which did not include on the national

examination. National examination decreased the other subjects' schedules. For example, in a week they only focused and learned national examination subjects. That became the real prove that NE preparation took much time. The second student also mentioned one thing as the negative impact from the procedure used. This answer showed that negative impacts of procedure used were not only to the knowledge but also to their self. This student said that it was very force themselves. They had to do the exercises everyday whether they wanted or not. Moreover, there was not only one subject. Unfortunately, all subjects those were the part of NE had the same way in teaching. This explanation was shown in this excerpt:

"... emm apa yaa, ya jujur saya itu capek mbak, apa ya, saya itu bosan gitu, setiap hari belajar ngerjain soal. Tapi bagaimana lagi hehehe ..."

".... Emmss what is that, yeah, for sure, I am really tired miss. I am really bored, every day we should learn exercises. But nothing I can do hehehe..."

They explained that doing exercise was important from their preparation. However, they also need free time or other ways of teaching learning in preparing NE. Furthermore, they needed to go back in the previous grade, just for refreshing their brain with another activity.

".... Capek miss belajar soal soal terus, apalagi semua pelajaran sekanh juga gitu, bahas soal soal terus... pokoknya capek banget miss..."

".... Tired miss, everyday should learn many item of exercises, moreover, all subject were thought in the same way, discussing about NE exercises. Exactly really really tired miss...."

Third, actually both students and teacher knew that drilling exercise was the best way to prepare National examination. However, both of them also could not force each other. One student said:

".... Sebenarnya buat kebaikan kita ya miss, tapi tetap saja. Saya pingin segera selesai, enakan dulu pas kelas 1 dan 2 miss, pelajaran nya seru, gak buat bosan..."

".... To be honest, all of it is for our goodness right, but yeah. I just want to finish it all, it was better when I am in the 1st and 2nd grade. The materials are good, so I am not getting bored..."

Fourth, NE could change students mind about the purpose of study. They thought that, taking serious in study only for a spesific purpose. One of the student said,

"Ujian nasional membuat saya lebih rajin belajar miss, biasanya saya tidak pernah belaja, tapi karena mau ujian saya jadi belajar"

"national examination make me more motivate to study miss, before, i never study, but because of exam, i am studying"

From the explanation above, it could be concluded that students studied not for her self but it was only for the exam. For the result, all the understanding only became short term-memory. They probalaly directly forgot the material after doing the examination.

Fifth, teacher ignored students' understanding. Teacher did not make sure about students comprehension

the material becaue teacher only raced the target of national examination and the limitation time. She only thought in every item of question and continued the qustion after explaining briefly. Although there were many negative impacts of procedure used. There were also had many positive impacts. First, it was started by students' self-preparation. They were aware that they would face NE. They felt challenging to drill them self like teacher did to their self. Three students explained that students should manage learning study. It shown that national examination gave big impact to students especially in the way they should study. This student changes the way she study, in the previous time, she did not manage the time of study. She only studies when she wants to study.

However, after she releases if she would take the final examination, she makes the learning time more effective. On the other side, there was a student who took a course on or preparing the national examination. Probably, teaching learning in school is not enough for her. It shown by this excerpt:

"..... belajar ya ikut belajar les. Yg di pelajari materi tentang ujian nasioan dan nyiapin buat sbmptn..."

"..... Study, yeah I am joining the course. Things that are learnt about national examination and for preparing SBMPTN test..."

Second, students realized that they also considered that the most important should be learnt is about vocabulary. One student said that she has to study for day and night only for national examination. It shows that national examination force students to have very good self- preparation. It was shown by this excerpt:

".... iya yaa.. emm saya lebih rajin belajar yaa. Ya siang ya malam kalau saya sempat... Belajar kosakata itu"

".... Yeah yeah, emm I am more diligent to study yeah. In the noon, in the night if I have time... learning vocabulary..."

Third, all students said that they preferred to teach by drill the exercise than material. They explain that drilling exercise was the best thing in preparing NE. Four o them said learning and drilling exercises was the best thing should be done for the last grade of school. Through learning the exercise, students feel more comfortable and confident to face national examination. It shown by this excerpt:

"....Yaa lebih ngerti sih.. lebih mudah paham gitu. Kalau materi biasa gitu susah. Pikiran jadi meluas kemana mana gitu..."

"... yeah, more understand. Being easy to understand. If it is complex material as usual, my mind is too global, cannot be focus..."

Furthermore, one student said that she realized how important national examination could be. She believed national examination should have special preparation and strategy to face it. Likewise, drilling exercise in preparing national examination was to be a

must for both teacher and students. it was known from this conversation:

"... Emm ya ini kan mau ujian kan ya, jadi lebih suka nya kalau langsung belajar ujian gitu ya.."

"... Emm it is already near NE schedule right, so, the most I like is directly study about NE..."

Fourth, through this teaching learning method, three of students were ready to take national examination. Learning by using drilling exercises made them easy to understand and comprehend the item. Moreover, the book that was called *modul* was made based on the latticework of national examination. Therefore, students were already ready to take national examination when researcher asked them about their readiness. It was shown according to this table.



This table showed the readiness of students in facing national examination. They believed that learning through drilling exercise made them ready. Making them felt confident while doing the English national examination. Although they knew about the negative impact of the learning procedure, they were motionless comfortable to the atmosphere.

In point of fact, students were ready to take national examination. It was because they were really familiar with the model of questions. However, the most difficult thing was about vocabulary. According to them, drilling exercises could not help them to master vocabulary. It because teacher prefer to directly give the answer without giving time to students to think.

However, drilling method did not focus on the listening part anymore. Therefore, listening became the weakness of those teaching learning procedure. Teacher only focused on the reading and structure part and did not care with students' comprehension in listening. As the result, students were really hard to solve those problems.

".....iya sangat mempengaruhi. Disini pembelajaran mnjadi "drilling method". Langsung ke bahasan soal soal".

"..... yeah, it is really affect. Here the learning become"drilling method". Directly discuss the qeston items.

It showed that, drilling still a good method to teach twelve grade of senior high school. Lastly, students had their meorizing supplies about the material. One of the method used was by memorizing all the materials. For example kind of the texts. Students could memorized what was the purposes, what was the clue of certain texts. Therefore, much or not, they still had the supplies from their momorizing.

Hughes tracheotomy and bailey's model was presented on the review literature in the second chapter. Based on the Hughes and bailey model wash-back, the researcher tried to picture how the plot of wash-back occurred to the parties and the participant. According to the field, the result of the study showed that teaching learning in the class referred to the bailey's model. It was because teaching learning focused on the result or product not about the process. Teacher and also students ignored how the process. Whether it was only drilling exercises and ignoring the curriculum given rom the government. The main purpose of te aching learning in the class was only getting high score in national examination.

Farther, the researcher found out if there were some different methods in teaching learning in the class. Obviously, national examination needed extra preparation to face it. Consequently, all participants in the school even students and teacher had a certain technique. This occurrence was called as wash-back. According to Wall & Alderson (1993) Wash-back refers to 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. Further, Alderson and Wall (1993) stated that NE referred to negative wash-back as the undesirable effect on teaching and learning of a particular test deemed to be "poor".

Approximating with the content of chapter two, there were two kinds of wash-back, namely positive and negative wash-back. Conversely, after conducted the research, the researcher got the data that there was a negative wash-back. According to the Wiggle& Jensen (1997) defined "It is called positive wash-back if there is no difference between teaching the curriculum and teaching to the test".

According to Taylor (2005) Negative wash-back occur when a test's content or format is based on a narrow definition of language ability, and so constrains the teaching/learning context. Based on the conducting research, the researcher got data that teaching learning activities was totally about teaching to the test. Moreover, there was an exceptional book made by school consisting group of exercises. Besides, teaching learning in the class was only narrowing to the test and also ignored the curriculum got from the government. These kinds of data matched with the characteristics of negative wash-back based on Taylor, 2005.

It showed that national examination not only impact to the teaching learning process but also to the students as the test taker of NE. However, from the last period till now, negative wash-back caused by NE stag to be practiced while preparing National examination. Even

less, all the participants, students, teacher and also the school have been made it like an accustomed that must be done.

According to Vernon (1956) claimed that teachers had a tendency to ignore subjects and activities that did not underwrite directly to passing the exam. This study displayed that national examination gave kind of impact to the teaching and learning process. Formerly, Noble and Smith (1994a) also established that high-stakes testing could distress teachers directly and negatively (p. 3), and that “teaching test-taking skills and drilling on multiple-choice worksheets is and that examinations “change the curriculum”. Following, Shohamy (2001) stated that tests have strong power to make a changing on how the way teachers teach and how the way learners learn.

Those studies above showed that national examination gave the negative impact of teaching learning. The core thing commonly changed was about how the procedure of teaching learning and exactly gave impact whether negatively or even positively to the test taker (students).

Lastly, the researcher of this study also found that teaching learning in the class was only depend on the exercises book made by school consisting assembly of exercises. Based to the characteristics explained and also the result of the research, it could be concluded that teaching learning of NE preparation in a certain school in Tuban was applied a negative wash-back.

On the other words, this researched supports those previous study's assumptions that wash-back of national examination referred to the negative wash-back and giving impact to both teacher and also the students.

SUGGESTIONS

This study examined about how the wash-back happen while preparing English national examination. The data gathered in year of study 2018/2019 in a certain favorite senior high school in Tuban. After taking and analyzing the data, the researcher got the answer of the first and second researcher questions.

The discussion above showed that wash-back of NE preparation has given both negative and positive impact to both participant and the materials of teaching. The students and teacher's view affected by wash-back proposed by Spratt (2005) become the focus to answer the first research question above. The discussion found out that wash-back could even impact both positive or negatively. According to Spratt (2005) negative and positive wash-back could happen both negative and positive in the same time. However, the result of this study showed that negative wash-back as the dominant result. It was because the teaching learning process was narrowing to the test. In conclusion, the procedure of teaching learning for English national examination in that school applied a negative wash-back.

Second, the research question was about the negative and positive impact of wash-back applied to both students and teacher. In answering these questions, the researcher used the theory of Hughes (as cited Bailey, 1996) model of wash-back. The discussion exposed that the wash-back hang on the both micro and macro level of wash-back. The first conclusion of previous research question showed that class used negative wash-back. It also effected to the mechanism of wash-back process. As the result, students were justice themselves that national examination was a burden and the most important thing determining their future. Hence, both teacher and students preferred to applied negative wash-back while preparing national examination.

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