AN ANALYSIS OF WASHBACK EFFECT FOR ENGLISH DAILY TEST AT THE SEVENTH GRADE STUDENTS OF MTs MA'ARIF TEMPURSARI IN ACADEMIC YEAR 2021/2022

THESIS

Submitted as a Partial Requirements for the Undergraduate Degree in English Language Education

By:

RIA HANDAYANI
SRN. 16.32.21.212

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF CULTURES AND LANGUAGES
RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA
2023

ADVISOR SHEET

Subject   : Ria Handayani

SRN   : 16.32.2.1.212

<div align="right">

To:
The Dean of
Cultures and Languages Faculty
UIN RADEN MAS SAID
In Surakarta

</div>

Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisor, we state that the thesis of:

     Name   : Ria Handayani
     SRN   : 16.32.2.1.212
     Tittle   : An Analysis of Washback Effect for English Daily Test at the Seventh Grade Students of MTs Ma'arif Tempursari in Academic Year 2020/2021

Has already fulfilled the requirements to be presented before the board of examiner (Munaqasyah) to gain Degree of Sarjana in UIN RADEN MAS SAID Surakarta.

Thank you for the attention.

<div align="right">

Surakarta, 21 July 2022
Advisor,

Hj. Fithriyah Nurul Hidayati, M.Pd.
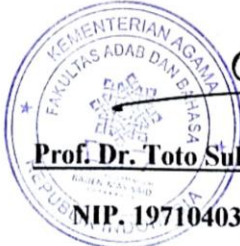NIP. 19820725200912 2 006

</div>

RATIFICATION

This is to cerify the *Sarjana* thesis entitled "An Analysis of Washback Effect For English Daily Test at the Seventh Grade Students of MTS Ma'arif Tempursari in Academic Year 2021/2022" by Ria Handayani has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in The State Islamic University Raden Mas Said Surakarta.

Chairman   :   Habibi Nur Hidayanto, M.Pd.   (   )
                      NIP. -

Secretary   :   Hj. Fithriyah Nurul Hidayati, M.Pd.   (   )
                      NIP. 19820725 200912 2 006

Main   :   H. Zainal Arifin, S.Pd, M.Pd.   (   )
Examiner   NIP. 19730820 200312 1 003

Sukoharjo, 22 June 2023

Approved by

Dean, Faculty of Cultures and Languages

Prof. Dr. Toto Suharto, S.Ag., M.Ag.

NIP. 19710403 199803 1 005

DEDICATION

I proudly dedicate this thesis especially for:

- ♥ My beloved parents [Asrori and Istirokah].
- ♥ My beloved sister [Rina Astuti].
- ♥ My beloved brothers [Nufria Yahim and Rifdhon Hanafi].
- ♥ My beloved family.
- ♥ All of ones who always support me.

MOTTO

Allah does not charge a soul except [with that within] its capacity.

(QS. Al Baqarah: 286)

Indeed, with hardship [will be] ease.

(QS. Al Insyirah: 6)

Push yourself, because no one else is going to do it for you.

(Anonymous)

PRONOUNCEMENT

Name   : Ria Handayani

SRN   : 163221212

Study Program   : English Languages Education

Faculty   : culture and languages faculty

I herebely sincerely state that the thesis titled "An Analysis of Washback Effect for English Daily Test at the Seventh Grade Students of MTS Ma'arif Tempursari in Academic Year 2021/2022" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 22 June 2023

Stated by,

RIA HANDAYANI

SRN.16.32.21.212

ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah who gives us the mercy and the affection. *Sholawat* and *salam* for the prophet Muhammad SAW, the great inspiration of revolution. The researcher is sure that this thesis would not be completed without the helps, supports and suggestions from several sides. Thus, the researcher would like to express the deepest thanks to all of those who had helped, supported and suggested the researcher during the process of writing this thesis. The researcher could complete this thesis under the title "*AN ANALYSIS OF WASHBACK EFFECT FOR ENGLISH DAILY TEST AT THE SEVENTH GRADE STUDENTS OF MTs MA'ARIF TEMPURSARI IN ACADEMIC YEAR 2021/2022*". The researcher wishes to express her special gratitude to:

1. Prof. Dr. H. Mudhofir, S.Ag., M.Pd, as the Rector of the State Islamic University of Raden Mas Said Surakarta.
2. Prof. Dr. Toto Suharto, S.Ag., M.Ag, as the Dean of the Cultures and Languages Faculty, the State Islamic University of Raden Mas Said Surakarta.
3. Elen Inderasani, M.Pd as the head of Languages Education of the State Islamic University Raden Mas Said Surakarta.
4. Wildan Mahir Muttaqin, M.A. TESL, as the Head of English Language Education Department of the State Islamic University of Raden Mas Said Surakarta.
5. Hj. Fithriyah Nurul Hidayati, M.Pd, as the Advisor who has given guidance, deeply attention, help, advices and corrections to revise the mistake during the entire process of writing this thesis.

6. All of lecturer and staff of Cultures and Languages Faculty. Thanks for giving the service and time during the researcher's study.

7. Dra. Alimah Miftach, M.Pd**,** as the Headmaster of MTs MA'ARIF Tempursari. Thanks for her opportunity to do this research.

8. Titik Sulistyorini, S.Pd, as a English Teacher of MTs MA'ARIF Tempursari. Thanks for the time and help to finish this research.

9. All the students of MTs MA'ARIF Tempursari, especially for the class VII. Thanks for your participation.

The researcher realize that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, 02 June 2023

The researcher,

Ria Handayani

TABLE OF CONTENTS

ABSTRACT

Handayani, Ria. 2023. *"An Analysis of Washback Effect for English Daily Test at the Seventh Grade Students of MTs Ma'arif Tempursari in Academic Year 2021/2022"*. Thesis: Cultures and Languages Faculty. The State Islamic University of Raden Mas Said Surakarta

Advisor   : Fithriyah Nurul Hidayati, M.Pd

Key words   : *Washback Effect, English Daily Test*

Wasback is one of a set of terms that have been used in general education, language education and language testing to refer to a set of beliefs about the relationship between testing and teaching and learning. The objectives of this research are (1) To explain how the washback effects of the English daily test to teacher at the seventh grade of MTs Ma'arif Tempursari in academic year 2021/2022 (2) To explain how the washback effects of the English daily test to students at the seventh grade of MTs Ma'arif Tempursari in academic year 2021/2022.

The research methodology in this research is a descriptive-qualitative design. The subject of the research is the teachers and the students of MTs Ma'arif Tempursasri in academic year 2021/2022. The techniques of collecting the data in this research are observation, interview, and documentation. This technique of data analysis which used in this research was the model of data analysis from Miles and Huberman. That is data collection, data reduction, data display, and data conclusion. The trustworthiness in this study is methodological triangulation.

Results of this research shows that (1)for teacher, English daily test can help them to know and measure student's ability in more specific area. (2)for students, the students were admitted that English daily test is important. Students score for English middle or final test are improving if they relearn the questions or material from their English daily tests.

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of the Study

Education is an essential part of human life. In this globalization era, education helps people to adapt changes which happened everywhere. It is the reason why the people place it in a first priority that has to be fulfilled by them. Indonesia, a big country with a lot of people inside also puts education as an important aspect to be fulfilled by its citizen. It is proven by one of laws that Indonesia has; that is, Constitution of National Education System number 20 year 2003 which about the obligatory for Indonesia citizen to study minimally 12 years (the compulsory studies of 12-year-education). According to Hammid Muhammad Amanah as the General Director of Primary and Secondary Education states that 12 year compulsory is listed in the National Medium-Term Development Plan in the year of 2015-2019. The purposes of this plan is to provide service, expansion, equity of the opportunity to get education quality for each Indonesian citizen age up to 21 years in secondary education level (Hartono, 2015). Nevertheless, 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 student to go ahead in learning (Douglas Brown, 2014:3)

In order to improve the quality of teaching learning process to be innovative, is needed a qualified system and teaching technique by the teacher in the classroom. Teacher has a responsibility in teaching learning process and evaluation. It means that a good teacher has to know how to evaluate students' progress on mastering the lesson or material that has been taught as well as how to teach. According to Siri (2011: 1), the teacher's knowledge in testing and evaluation is not a static process but rather a complex, dynamic, and ongoing activity. Moreover, this type of knowledge develops along a temporal continuum, teachers usually use their past evaluation experience to plan their current evaluation practices.

There are several methods in getting the data or information in term of evaluation purpose, one of them is by using a test. As stated by Brown (2003:3), a test is a method of measuring a person's ability, knowledge, or performance in a given domain. According to Uztozun (2006: 1), testing is the only way to see the efficiency and effectiveness of a process. Through a test, it can measure students' knowledge or ability, allow the students to see their own progress and allow teacher to make adjustment to their instruction on daily basis. The teacher will know how far the students understand about the materials that have been learned. Moreover, teacher cannot assume that student who never perform actively in teaching learning activity do not understand the material. Thus, it needs a formal assessment to examine the students' understanding about the material. The result will provide information about the quality of the teacher and the ability of the students.

According to Hughes (2005), language ability is not easy to measure; we cannot expect a level of accuracy comparable to those measurements in the physical science. It means that testing language especially English does not only test or examine the knowledge of the subject but also the skills of it. In this case, it is very important for the teachers to design a good test in term of measuring and examining students' language achievements. A good test can bring out a good achievement. A test should fulfill many requirements so it can be said as a good test. Considering the importance of composing a good test, analyzing test item is one of many efforts to know the quality of the test.

In order to know whether the test has fulfilled the standards of a good test or not, the teacher should evaluate the quality of the test item. This investigation is called item analysis. Item analysis can help the teacher to improve their skill in test construction and recognizing an item or content that needs a greater emphasis or clarity. Good instrument test is appropriate using qualitative and quantitative aspects. Qualitative aspect can be considered by material, construction and language (BSNP, 2010: 21). While a quantitative aspect covers validity, reliability, difficulty level, discriminates power and effectiveness of distractor (BSNP, 2010: 4). According to Brown (2003: 387), a test can be said as valid if it measures what intended to measure so that it can present a valid score. Reliability refers to the consistency of score resulted from conducting the test twice and the score is similar (Fulcher, 2010: 57).

Daily test is chosen in this research as a test that categorized in formative test. According to Bloom (1971; et al) Formative assessment is the investigation, evaluation and analysis of record of daily students' learning activities. It is the use of systemic evaluation in curriculum development, teaching and learning so that these three processes are improved in any one process. Formative assessment can often be performed, whether formal or informal. It provides for the teacher with more detailed, a continuous feedback, and a comprehensive understanding of what help students need so that teachers can decide to use what kind of teaching methods according to the different students' need. Bloom (et al., 1971) pointed out that formative assessment must not have any association of evaluating grades so that learners will not fear, but rather look at it as a learning aid. There's a wide range of sources of information for formative evaluation. British linguist Widdowson (1990) emphasized on cultivating students' ability of using language. He pointed out that language ability is actually the process capability; namely, language ability is the process of transmitting information, inducing, reasoning and problem solving.

The special treatment that the teachers does to face the daily test brings two kinds of effect for both students and teachers itself, it is well-known world-widely as wash back. Wash back is the term used to evaluate the effect of examination on teaching and learning (Alderson and Wall, 1993). Study based on Cheng and Curis (2004) and Luxia (2005), showed that wash back may have a positive or a negative or no influence on teaching and

learning. According to Bachman (1990), positive wash back occurs when the assessment used reflects the skills and content taught in the classroom. Negative wash back refers to the unexpected, harmful consequences a test. Alderson and Wall (1993) states that negative wash back is defined as "the undesirable effects on teaching and learning of a specific test. The tests may fail to reflect the learning principles and the course objectives to which they are supposedly related." There some negative wash back of exams, but according to Wiseman (1961) cited in Beikmahdavi (2016) one of strong effect of negative wash back is that a growing number of coaching classes are set up to make ready learners for exams, but what learners will acquire are test-taking skills instead of language task. Teacher's selection of methodology is also highly influenced by the thought that the students have to take certain tests.

Based on researcher experience in 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 wash back. The study of a wash back phenomenon is always interesting. It is because wash back is a complex phenomenon. Besides, they assume that teachers and learners do things they will not necessarily otherwise do because of the test.

In students' and teachers' responses to the English daily test categorized as positive washback effect, both teacher and students were admitted that English daily test is important. Student's score for English middle or final test are improving if they relearn the questions or material from their English daily tests.

In this study, the researcher is interested in conducting a descriptive qualitative method, involving data collection, data reduction, data display and data conclusion (Miles and Huberman: 1994). The research will carried out at MTs MA'ARIF Tempursari. From the brief information above, it will be conduct to writing a thesis entitled *An Analysis of Washback for English Daily Test to Students and teacher at the Seventh Grade of MTs MA'ARIF Tempursari in Academic Year 2021/2022.*

B. Identification of the Problem

Based on the background study, it can be stimulated that there are many problems that arise. There are:

1. The students' have low score in English daily test

2. The students' have low motivation in learning English

3. The students' have low responses with teacher washback

4. The teacher less method strategy in teaching English

C. Limitation of the Study

The scope on this research is to find the washback effect either positive or negative for English daily test at the seventh grade in MTs Ma'arif Tempursari in academic year 2021/2022. The researcher chooses three contexts for analyzing the washback effect, they are: the test, the teacher, and the learner.

Limitation of this research is focused on test item analysis. The research object focuses in the washback effect for English daily test and focuses on the students' and teacher responses, teacher behaviors, and washback effect on what and how teacher teaches, students' behaviors when facing the English daily test, students feeling and perception about English daily test.

D. Problem Statement of the Study

From the observation above the researcher formulate the problems of this research as follow:

1. How the washback effects of English daily test to the teacher at the seventh grade of MTs Ma'arif Tempursari in academic year 2021/2022?

2. How the washback effects of English daily test to the students at the seventh grade of MTs Ma'arif Tempursari in academic year 2021/2022?

E. Objective of the Study

The objectives of the study can be stated as follows:

1. To explain how the washback effects of the English daily test to teacher at the seventh grade of MTs Ma'arif Tempursari in academis year 2021/2022

2. To explain how the washback effects of the English daily test to students at the seventh grade of MTs Ma'arif Tempursari in academic year 2021/2022

F. Benefits of the Study

1. Theoretically

This study can be used as a preference for other researchers who take washback as their study. The researcher also hopes that this study can be used as a tool for not only English Department students, but also for people enriches their knowledge about washback phenomena.

2. Practically

The researcher hopes that the result of the study can be useful for teacher, students, and other researchers. For the teacher it can be used to make some considerations for making the test item and improve the quality of test and give

Positive washback. Thus, with this research, it is expected that can give a great contribution to the teachers in designing and creating a better test. For the students, hopefully it can be able to be kind of evaluation for the students in a matter of study and act for preparing the daily test. And for

the other researchers, the study can be used as a reference by the other researchers who take the same topic as this study.

G. Definition of Key terms

Here are some keywords that used in this research to make the research clear:

1. **Test**

    Test is a method to measure a person's knowledge, ability or performance in a given domain (Brown, 2013: 3).

2. **Washback**

    Wasback is one of a set of terms that have been used in general education, language education and language testing to refer to a set of beliefs about the relationship between testing and teaching and learning. In the field of applied linguistics, washback and backwash are both used and generally considered interchangeable (Hughes 2003).

3. **English Daily Test**

    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 (Brown, 2014: 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.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Description

1. Assessment and Testing

Assessment is a popular and sometimes misunderstood term in current educational practice. You might be tempted to think of testing and assessing as synonymous terms, but they are not. Tests are prepared administrative procedures that. Occur at identifiable times in a curriculum when learners muster all their faculties to offer peak performance, knowing that their responses are being measured and evaluated (Brown, 2003:4). Assessment, on the other hand, is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a connect, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance. Written work-from a jotted-down phrase to a formal essay is performance that ultimately is assessed by self, teacher, and possibly o their students. Reading and listening activities usually require some sort of productive performance that the teacher implicitly judges, however peripheral that judgment may be. A good teacher never ceases to assess students, whether those assessments are incidental or intended.

Tests, then, are a subset of assessment they are certainly not the only form of assessment that a teacher can make. Tests can be useful devices, but they are only one among many procedures and tasks that teachers can ultimately use to assess students. But now, you might be thinking if you make assessments every time you teach something in the classroom, does all teaching involve assessment? Are teachers constantly assessing students with no interaction that is assessment-free? The answer depends on your perspective. For optiroallearning to take place, students in the classroom must have the freedom to experiment, to try out their own hypotheses about language without feeling that their overall competence is being judged in terms of those ctrials and errors. In the same way that tournament tennis players must, before a tournament, have the freedom to practice their skills with no implications for their fmal placement on that day of days, so also must learners have ample opportunities to "play" with language in a classroom without being formally graded. Teaching sets up the practice games of language learning: the opportunities for learners to listen, think, take risks, set goals, and process feedback from" the coach" and then recycle through the skills that they are trying to master (Brown, 2003:4-5).

Figure 2.1 Relationship among testing, assessment and teaching
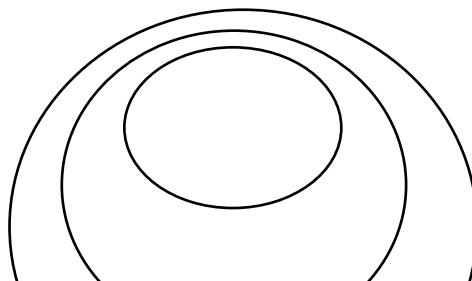
Tests

Assessment

Teaching

At the same time, during these practice activities, teachers (and tennis coaches) are indeed observing students' performance and making various evaluations of each" learner: How did the performance compare to previous performance? Which aspects of the performance were better than others? Is the learner performing up to an expected potential? How does the performance compare to that of others in the same learning community? In the ideal classroom, all these observations feed into the way the teacher provides instruction to each student (Brown, 2003:5).

2. 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 (Senel, 2007:9).

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 (Senel, 2007:49).

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: nongraded 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 (Senel, 2007:49).

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 assessment from teacher's observation. The last kind of assessment is summative assessment which usually held in the end of teaching learning processes such as final test.

3. The Definition of Washback

Washback, or also known as backwash is the effect of testing on teaching and learning process (Hughes, 2003). Alderson and Wall (1993) also defined washback as the power of examinations that takes control of things happen in the classroom. Then, Alderson and Hamp-Lyons (1996) defined washback as the influences that writers on language testing, syllabus design, and language teaching believe a test will have on the teaching that precedes it. In addition, Hamp-Lyons (1997) cited in Loumbourdi (2013) described wasback is one of a set of terms that have been used in general education, language education and

language testing to refer to a set of beliefs about the relationship between testing and teaching and learning. In the field of applied linguistics, washback and backwash are both used and generally considered interchangeable (Alderson 2004; Hughes 2003). However, a search in the dictionaries shows that "washback" is rarely seen; while only "backwash" can be found, which means either "a backward flow of water, caused by an oar, wave, etc." or "the bad situation that remains after something bad has happened" (Longman Dictionary of Contemporary English). The negative connotations of these two definitions seem to suggest that the effects of testing on teaching and learning are more likely to be negative than positive. According to Spolsky (1996), the word "backwash" is often applied to unintended and negative effects, and until the 1980s it generally carried a negative meaning in the field of applied linguistics.

However, the word "washback" has gained in currency and is now more commonly used in applied linguistics (Cheng et al. 2004; Green 2007; Hawkey 2006). Attitudes towards it have also become neutral, with many studies aiming at promoting beneficial washback (Alderson and Wall 1993; Gu 2007; Hughes 2003). In this sense, the term "washback" will be used throughout in this dissertation, except when quoting from other authors.

In applied linguistics, washback is generally defined as the effect of testing on teaching and learning, which can be harmful or beneficial

(Hughes 2003). Messick (1996: 241) further specified it as "the extent to which the introduction and use of a test influences language teachers and learners to do things they would not otherwise do that promote or inhibit language learning".

The effect or influence can be so powerful that it may drive teaching and learning, thus leading to the terms "teaching to the test" (Madaus 1988) and "measurement-driven instruction" (Popham 1987). Consequently, "curriculum alignment" (Smith 1991; Resnick and Resnick 1992) was proposed, because it is essential for the test content and format to overlap with that of the curriculum, if a test is to drive teaching along the desirable direction. To make better use of the guiding role of testing in teaching, a new or revised test can be introduced, with the aim that teaching and learning will improve accordingly, which is termed "systemic validity" (Frederickson and Collins 1989).

The above terms all focus on the role of testing in teaching, while "impact" tries to differentiate the influence at the micro level from the macro level. Impact refers to the influence of testing on society, educational systems and the individuals within these systems; while washback occurs at the micro level, only affecting the individuals, mainly teachers and students (Bachman and Palmer 1996; Hamp-Lyons 1998; McNamara 1996; Shohamy 2001). Later, impact was termed "consequence" in the Assessment Use Argument developed by Bachman and Palmer (2010). In this regard, the term "washback" shall

be used in the present study, because the research mainly focuses on the effects of TEM on English teaching and learning, which is in the micro level.

4. Washback and Validity

Washback is such an essential criterion for evaluating a test that some suggested it should be considered an aspect of validity, coining the term "washback validity" (Frederickson and Collins 1989; Morrow 1986; Weir 1990). Messick (1989, 1996) further specified it by proposing "six distinguishable aspects of construct validity", locating washback within the theoretical concept of consequential validity. The consequential aspect of construct validity includes evidence and rationales for evaluating the intended and unintended consequences of score interpretation and use in both the short- and long-term, especially those associated with bias in scoring and interpretation, with unfairness in test use, and with positive or negative washback effects on teaching and learning. (1996: 251)

However, this definition is disputed. Ferman (2004) suggested that it is difficult to see a direct connection between washback and validity because validity is not a property of the test, but rather the meaning of the test scores. Alderson and Wall (1993) pointed out that the complexity of washback phenomenon makes it impossible to be directly related to validity. Davies (1997: 335) shared the same view, "the apparent open-ended offer of consequential validity goes too far…it is

not possible for a tester as a member of a profession to take account of all possible social consequences."

Messick (1996: 251) also recognized the complexity, since washback involves "a function of numerous factors in the context or setting and in the persons responding as well as in the content and form of the test". Therefore, he advised that "rather than seeking washback as a sign of test validity, seek validity by design as a likely basis for washback" (1996: 252). However, despite the conflicting views, there seems to be little disagreement over the importance of investigating washback when evaluating a test.

In conclusion, the above discussion on washback definitions can be summarized as follows: Washback refers to the effects of testing on teaching and learning; Washback can be so powerful that it may direct teaching and learning; A test may affect not only teaching and learning, but also the educational system, and even the society as a whole; and Washback is an essential aspect to consider when evaluating a test.

5. **Dimension of Washback**

Xu and Liu (2018: 19) stated that to analyze washback phenomenon well, it is necessary to investigate it from different dimensions, so that we may look into its nature from various aspects. According to Xu and Liu (2018: 19), washback can be seen through six main dimensions; they are namely, direction, extent, intensity, intentionality, length and specificity.

a. Direction

Washback can be either positive or negative. Xu and Liu (2018: 20) stated that a test may facilitate teaching and learning, proving useful information and generating strong motivation if it well designed and appropriately used. On the other hand, a test may lead to negative washback if poorly designed and inappropriately used. On the other hand, according to Pearson (1998), washback effect of a test will be negative if it fails to reflect the learning principles and course objectives to which the test supposedly relates, and it will be positive if the effects are beneficial and "encourage the whole range of desired changes"). Whether a test will generate positive or negative washback is depend on the focus of most washback studies, in Xu and Liu (2018: 20) summarized various ways to promote positive washback, they are:

1) To improve the test, such as using direct and authentic testing, sampling widely, reflecting the full curriculum, employing various testing formats, and so on.

2) To facilitate the stakeholders, ensuring that they have adequate knowledge and resources to meet test demands, as well as taking a desirable attitude towards the test.

3) To enhance communication between test designers and stakeholders, such as providing timely test report, offering teacher training, and so on.

However, Messick (1996) also defines washback as a serious influence of a test to the language teachers and learners for doing things they will not crucially otherwise do which promote or inhibit language learning. Therefore, from the saying, it can be concluded that washback as test effect can be powerful determiners that influence what teachers and learners do both positively and negatively.

Furthermore, according to Pearson (1998) in Cheng (2004), the washback effect of a test bring a negative effect if it is unable to reflect the learning principles and course objectives to which the test supposedly relates and it will bring a positive effect if the effects are advantageous and encourage that whole range of desired changes. Alderson and Wall (1993), on the other hand, stress that the quality of the washback effect might be independent of the quality of a test. Any test, a good one or a bad one, may bring beneficial or detrimental washback effects result.

b. Extent

Xu and Liu (2018: 20) stated that a test may influence students, teachers, school administrators, textbook writers, etc. As the result, in a washback study, it is important to first determine the research extent, whether it is the school context or the educational system as whole. A classroom achievement test may affect a certain class

only; while a high-stakes test, such as a nation-wide selection exam may affect not only the teachers and students involved, but also the related parents, textbook writers, and even the whole society.

Xu and Liu (2018: 20) recommended in a washback study, it is important if the extent of the washback effects shall be investigated, so that a better overview of the study can be achieved.

c. Intensity

The third dimension according to Xu and Liu (2018: 20) is intensity. They stated that washback can be either strong or weak. If the impact is strong enough a lot of classroom teaching activities can be determined by it, such as what to teach and how to teach, event stakeholders' attitude to teaching and learning. The intensity of washback is often related to the stakes of test; that is, the more important the test, the more intense its washback.

d. Intentionality

Xu and Liu (2018: 21) stated that washback can be either intended or unintended. Intended washback refers to the effects of washback that test designers can predict or want to encourage. For example, the intended washback effects of English National Examination are to motivate students to learn, to provide feedback information, and so on. Moreover, if some new test items are introduced, the intended washback may be to improve teaching and

learning with the guiding effects of the test. However, a test may also bring about some unintended effects, such as the anxiety among student students, long-term test-taking technique training, etc.

e. Length

Length in washback study means that washback can exist for a short time or last for a long term. Xu and Liu (2018: 21) stated that the effects like motivating students to learn may disappear shortly after the test is over, while the learning habits developed when preparing for the test may last a life time. Thus, longitudinal study should be carried out to investigate not only the immediate effects of a test but also its influence in the long run.

f. Specificity

The last dimension is *Specificity,* means that washback can be either general or specific. Xiu and Liu (2018: 21) explained that general washback refers to the effects that may be generated by any test, such as motivating students to learn and providing feedback information; while specific washback relates only to a certain test or test type, such as the washback effects of multiple-choice phonetics questions. Therefore, when investigating washback, attention should be paid to exploring the specific effect of attest, apart from reviewing the general washback.

6. The Function and Mechanism of Washback

(Cheng, 2008: 7) states that a test can come at the end of teaching and learning process and can come first in the teaching and learning process. But traditionally, tests come at the end of the teaching and learning process as the evaluative purposes. Then, when tests come first in the teaching and learning process particularly are used as levers for change, new materials need to be designed to match the purposes of new test, and school administrative and management staff, teachers, and students are required to learn to work in alternative ways, and often work harder, to achieve high scores on the test. (Cheng, 2008:11) said that changes of the teaching and learning context can occur as the result of a new test, although the consequences and affects may be independent of the original intentions of the test designers, due to the complex interplay of forces and factors both within and beyond the school.

a. Hughes' Washback Trichotomy

While Alderson and Wall (1993) tried to "lay out the territory" of washback questions to be addressed in future research, Hughes' (1993) attempt was to construct a model of washback mechanism. Hughes (1993: 2) proposed, "In order to clarify our thinking on backwash, it is helpful, I believe, to distinguish between participants, process and product in teaching and learning, recognizing that all three may be affected by the nature of a test". According to Hughes

(1993:2), participants are "all of whose perceptions and attitudes towards their work may be affected by a test", such as teachers, students, school administrators and material writers. Process refers to "any actions by the participants which may contribute to the process of learning", such as syllabus design, material development, the selection of teaching content and methods, etc. Last, product is "what is learned (facts, skills, etc.) and the quality of learning (fluency, etc.)". He further states: The trichotomy into participants, process and product allows us to construct a basic model of backwash. The nature of a test may first affect the perceptions and attitudes of the Participants towards their teaching and learning tasks. These 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 that work. (1993:2) Besides, Hughes added that the following five conditions were necessary for the washback effects to occur: Success on the test must be important to the learners. Teachers must want their learners to succeed. Participants must be familiar with the test and understand the implications of its nature and content. Participants must have the expertise which is demanded by the test (including teaching methods, syllabus design and materials writing expertise). The

necessary resources for successful test preparation must be available. (1993: 2–3)

From Hughes' trichotomy, it can be seen that washback have three components; they are participants, processes, and product. In the Hughes framework (1933:2), *participants* include students, classroom teachers, administrator, and materials developers and publisher. Hughes (1993) stated that participants are all of whose perceptions and attitude toward their work which be affected by a test. The term *process* means any action taken by the participants which may contribute to the process of learning. According to Hughes cited in Nahdia (2017), such processes include material development, syllabus design, changes in teaching methods or content, learning and/ or test taking strategies, etc. The last component of washback is *product;* it refers to what is learned and the quality of the learning.

Hughes (1993:2) further states: "The nature of a test may first affect the perception and attitudes of the participants toward their teaching and learning tasks. These perceptions and attitudes in turn may effect 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 learning outcomes, the product of the work". In other word, here Hughes stresses the participant's perception and attitudes and how these factors affect what they do.

Alderson and Wall (1993) focused more on micro aspects of teaching and learning. They proposed a set of 15 washback hypotheses based on the findings of their Sri Lankan study and the limited literature available in the field of applied linguistics at that time.

b. Green's Washback Model

According to Green as cited in Xiu and Liu (2018: 25) in his washback study on IELTS, he proposed a model which incorporating two dimensions of washback; they are direction and intensity.

In his model, Green stated that washback direction is mainly determined by the quality of the test. She said that, "the more closely the characteristics of the test reflect the focal construct as understood by course providers and learners (the greater the overlap), the greater the potential for positive washback". Moreover, Green also found that test use and test stakes, or the perceived consequences of test scores will also affect the direction of washback.

Meanwhile, test stakes and test difficulty, as perceived by the stakeholders will influence the intensity of washback with important and challenging (but attainable) tests exerting the most intense washback. However, Green (2007:14) stated that the washback effects of the same test may vary from participant to participant because of their different experiences and beliefs, such as their

knowledge and understanding of test demands, resources to meet test demands and acceptance of test demands.

From the above models, Xiu and Liu (2008:26) concluded that when investigating washback, three questions are to be answered; what, how and why. First, what will be affected by a test? According to Alderson and Wall (1993), a test will influence both teaching and learning, such as the content and method, the rate and sequence, and the degree and depth. Next, how will washback effects work? According to Hughes (1993) and Bailey (1996), the washback mechanism consists of three parts; they are participants, processes and products. The participants, such as teachers, students, school administrators and material writers, will first be affected by the test, then, their perceptions of and attitudes to the test will influence their concept of language teaching and learning. As the result, the teaching and learning processes will change, and the leaning products will differ. Last, why would a test exert washback effects? According to Green (2007), the direction of washback is related to the overlap between test construct and test stakes and test difficulty. Moreover, the washback effects of the same test may vary from participant to participant because of their different experiences and beliefs. In a word, washback effects are determined by both the test, such as its validity, stakes and difficulty, and the stakeholders, such as their values and characteristics.

c. Areas Affected by Washback

Waskback as an effect of examination on teaching and learning must make areas of teaching and learning affected. Spratt (2005) categorized various aspects of the classroom which affected by washback; they are, curriculum, materials, teaching methods, feelings and attitudes`

1) Curriculum

Alderson and Wall cited in Spratt concluded from their Sri Lanka study that the examination has had a demonstrable effect on the content of language lesson. This effect was that of the narrowing of the curriculum to those areas most likely to be tested. So, it can be concluded that an examination gives effect on teaching content by adapting the curriculum the areas will be tested.

In addition, Spratt (2005) from the findings of his study explained that washback onto the curriculum indicate that it operate different ways in different situation and that in some situations in may not operate at all. In other word, washback effect on curriculum occurred differently based on its situation.

2) Materials

Materials here refer to exam-related text-books and past papers. They can vary in their type of content. Cheng (1997) as cited in Spratt (2005) in her study in Hong Kong confirmed that 'By the

time the examination syllabus affected teaching in Hong Kong secondary schools… nearly every school had changed their textbooks for the students'. It means that when exams are revised, there will be a new edition of course books and other exam materials.

3) Teaching methods

According to Spratt (2005), he stated that the type and amount of washback on teaching methods appears to vary from context to context and teacher to teacher and it varies from no reported washback to considerable washback. From Spratt's statement, it can be concluded that the teaching method affected by washback on examination are different based on the context and teacher who used the method itself.

4) Feeling and attitude

According to Cheng (1998) as cited in Spratt (2005) mentioned that students show mixed feelings towards the exam itself, recognizing that exam made students work hard to achieve good scores but at the same time thinking were not an accurate reflection of all aspects of their study. She also speaks about the pressure felt by teacher , that teacher are worried about how the shy and less outspoken students will fare in the exam, and of one teacher who admits she would feel guilty if she did not familiarize her students with the test formats. Shohamy, et al.

(1996) added that the success or failure of their students reflects on them. Those are the reason why washback affected teachers and students' feelings and attitudes.

5) Learning

According to Cheng' s Hong Kong Study (1998) as cited in Spratt (2005) states that the washback effect of examination seems to be limited in the sense that it does not appear to have a fundamental impact on students' learning. For example, students' perceptions of their motivation and their learning strategies remain mostly unchanged.

The researcher should decide what context that will be evaluated in order to know the area which going to be analyzed. For example, in this research the researcher chooses two contexts for analyzing washback (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.

7. 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

personal". 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. 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. "As I said in the background before, I 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: Tests induce teachers to cover their subjects more thoroughly, making them complete their syllabi within the prescribed time limits. Tests motivate students to work harder to have a sense of accomplishment and thus enhance learning. Good tests can be utilized and designed as beneficial teaching-learning activities so as to encourage positive teaching-learning processes. (MatiullahJaan: 2013. Hlm 65)

Shohamey indicated some conditions which can promote negative washback. When tests are introduced as authoritative tools, judge mental, 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. 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: Tests encourage teachers to narrow the curriculum and lose instructional time, leading to "teaching to the test." Tests bring anxiety both to teachers and students and distort their performance.

Students may not be able to learn real-life knowledge, but instead learn discrete points of knowledge that are tested. Cramming will lead students to have a negative washback toward tests and accordingly alter their learning motivation. (MatiullahJaan: 2013. Hlm 66)

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 stall and students.

B. Previous Related Study

The researcher conducted this research based on the previous study from two thesis and two journals. The first thesis entitled *"An Analysis of Washback for English Daily Test at The Tenth Grade in SMA Dharma Wanita 4 Taman Sidoarjo Academic Year Of 2017/2018"*, written by Anis Safitri Dewi (SRN D95213113), English Education Department in UIN Sunan Ampel Surabaya. The result of this study shows that the criteria of positive washback effect at some categories, from many criteria from teacher and learners side can supposed to be a positive washback effect, most of them are suitable with the teacher and students' condition, perception, and behavior. There are some parts also can be categorized as

negative washback effect. The questions of the English daily test did not follow all of the basic competence in the syllabi. Another thing is about students' positive behavior and feeling related with English daily test only 58% of students agreed that they have a positive behavior and feeling related with English daily test. The rest are still felt unconfident with their ability to face an English daily test, they also agreed that English daily test have made them nervous and restless. The similarity with this research is that focus on analyzing the effect of washback in daily test, the differences can be seen in the kinds of test items, setting and object on the research.

The second thesis entitled *"Analyzing Washback of English National Examination 2019 Towards Students' Perception and Teachers' Teaching Method Based on 2013 Curriculum Implementation"* written by Ragil Krisnandani (SRN 2201415047) a student in Semarang University. The English national examination implementation in this research both positive and negative washback. As mentioned before, positive washback of the national examination seen from the teachers and the students who do their best in preparing the national examination. Nevertheless, the result of the national examination makes both teachers and students disappointed. According to the data collected, the national examination questions' difficulty levels are too high for the students. The questions need high order thinking skill. The similarity with this research is focus on washback effect toward students and teachers perceptions. The difference can be seen from

the setting, object, and kind of the test and qualitative aspect that used in this research.

The researcher also conducted this research based on the previous study from journal. The first journal entitled "*Washback Effect for the Students (The Impact of Tests in Students' Perceptions and Attitudes towards Their Learning Task.)*", written by Melina Calderón Castro and Santiago Aldana Vega. Universidad Distrital Francisco José de Caldas, Bogota. In this study, the washback effect is discussed and the results are that the perceptions and attitudes did change when preparing the students for the test. The change in the material, the curriculum and the dynamics of the class, generated a change in terms of perceptions and attitudes towards assessment, autonomous learning and their learning task, subsequently, their behavior changed too, which finally reflected in their attitudes. The similarity with this research is focus on washback effect on the student perception. The difference can be seen this journal conducted in descriptive quantitative while the research used descriptive study.

The second journal entitled "*The Quality of Teacher-Made Test in EFL Classroom at the Elementary School and Its Washback in the Learning*", written by Sumardi and Sudjoko. Sebelas Maret University. The result of this study shows that the teacher-made test can be classified in good test. The test brings both positive and negative Washback in students' motivation in learning. Therefore, it is recommended for the teacher to conduct test analysis as a way of evaluating and improving his teaching and

learning and test itself as well as to encourage the students to study even though they are not confronted with a test. The similarity with this research is focused on the washback impact to student motivation learning. And the differences can be seen the subject of the research and this journal focused on the EFL classroom.

Based on the four researches above, the researcher will conduct the similar research but have some different variables. In this research the researcher wants to analyze the washback for English daily test in student's worksheet. This research is entitled "*An Analysis of Washback for English Daily Test to Students and teacher at the Seventh Grade of MTs MA'ARIF Tempursari in Academic Year 2021/2022*".

Table 2.1 Previous Study Table

No.	Writer	Title	Similarity	Difference
1	Anis Safitri Dewi	*An Analysis of Washback for English Daily Test at The Tenth Grade in SMA Dharma Wanita 4 Taman Sidoarjo Academic Year Of 2017/2018",*	This research focus on analyzing the effect of washback in daily test, the	Differences can be seen in the kinds of test items, setting and object on the research.
2	Ragil Krisnandani	*Analyzing Washback of English National Examination 2019 Towards Students' Perception and*	This research focus on washback effect toward students and	The difference can be seen from the setting, object, and kind of the

		Teachers' Teaching Method Based on 2013 Curriculum Implementation"	teachers perceptions.	test and qualitative aspect that used in this research.
3	Melina Calderón Castro and Santiago Aldana Vega.	*Washback Effect for the Students (The Impact of Tests in Students' Perceptions and Attitudes towards Their Learning Task.)"*	This research focus on washback effect on the student perception	The difference can be seen this journal conducted in descriptive quantitative while the research used descriptive study
4	Sumardi and Sudjoko	*The Quality of Teacher-Made Test in EFL Classroom at the Elementary School and Its Washback in the Learning",*	This research focused on the washback impact to student motivation learning.	The difference can be seen the subject of the research and this journal focused on the EFL classroom.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

In this research, the researcher used descriptive qualitative in conducting the research. Descriptive research is a research that attempted to describe the current problem solving based on the data so that it can present data analysis and data interpretation (Atikasari, 2013:37). It determines and describes the way things are. While According to Bogdan and Taylor in Moeloeng (1989: 3) qualitative research is research which yields the descriptive data in the form of written or oral words from observing people and behavior. It is method in focus, involving an interpretive, naturalistic approach to its subject matter.

In this case, the researcher used descriptive qualitative design which mainly aims to analyze and describe the phenomenon in the washback effect for English daily test at the seventh grade students of MTs Ma'arif Tempursari in academic year 2021/2022. The final result of this research to provide recommendation the using teachers' washback for daily test in English teaching learning process. In order to get a better result, the researcher needs data as many as possible. For that reason, data of teachers' washback for English daily test would be collected and then analyzed.

B. Research Setting

1. Place of Research

The research was conducted in MTs Ma'arif Tempursari which is located in Tempursari RT 01 Rw 05, Tambakboyo, Mantingan, Ngawi, and East Java. Its location is near from the main street, so it is very strategy. The situation and the environment of the school are very comfortable for teaching and learning process. This school also has complete facilities to support the teaching and learning process.

2. Time of Research

This research was conducted from August-September 2022. This research was held by doing some observation about the teacher washback in English daily test and impact to the student learning. The researcher was observing all of the listening activities in the classroom then making a work sheet. In addition, an interview with the teachers is provided after the observation. Below is the schedule of the research:

Table 3.1 Time of research

No	Activities	2021	2022				2023
		Sept	Aug	Sept	0ct	Nov	Jun
1	Pre-research	�					
2	Observation	▮					
3	Create proposal	▮					
4	Proposal Examination	▮					
5	Conduct the research		▮	▮	▮		

6	Arrange thesis						
7	Munaqosah						

C. Subject of the Study

There are many junior high schools in Mantingan. It is impossible to do research all junior high school in Mantingan, so the research chooses to do research only in MTs Ma'arif Tempursari. The study carried out to the VII students of MTs Ma'arif Tempursari in academic year 2021/2022, Ngawi. The participants are the students of class VII. VII class consists of 26 students, consisting 9 boys and 17 girls in the classroom. They are represented of others because they have heterogonous characteristics and abilities, it based on the data gotten from observation and interview with teacher.

The researcher chooses grade VII students of MTs Ma'arif Tempursari in academic year 2021/2022 as the subject of the research is based on some reason. Firstly, the area of school is familiar with the situation on Tempursari. Secondly, there is a fact that several of the students are diligent while the others have low achievement in English. They are also passive in the teaching learning process. It seems that some of them did not have willingness to study. Thirdly, the allocated time to study English for the students is very limited and some students' still have difficulties in learning English.

D. Data and Sources of the Data

      The data was descriptive in the form of words. The sources of data in qualitative research are proved by theories in words and some events in the place of the data. The source data in this research used events and informants. In this research, the source of the data obtained from:

1. Events

      Event Data (in Beta, 2019) provides open, transparent, and traceable information about the provenance and context of every event. The events were in the form of teaching-learning activities in English subjects, especially in daily test to seventh grade students of MTs Ma'arif Tempursari in academic year 2021/2022. The researcher focused on VII-A and VII-B class. The researcher observed the students work sheet.

2. Informant

      Another important aspect of participant observation is identifying key informants–local individuals who can directly provide important information about the community and thus help the researcher more quickly understand the study population and cultural environment. Research informants are people who can provide information. Research informants are something like people, objects or institutions (organizations), the nature of which is examined (Sukandarumidi, 2002:65).

Key informants can facilitate your access to particular resources, populations, organizations, gatekeepers, etc., and can help you make connections between phenomena that might not be obvious to an outsider (Mac, Woodsong, MacQueen, Guest, Namey, and 2005:20). In this research, the informant refers to the English teacher is Mrs. Titik Sulistyorini, S. Pd, who conducts English teacher for the seventh grade student.

3. **Document**

According to Sutopo (2002: 54) documents is written material which related with certain event or activities. The documents in this research are students' worksheets. The researcher analyzed the data in the form of students' work sheet result of the daily test in the classroom which contains of the progress after teacher give washback to the student.

E. **Technique of Collecting Data**

The way of the researcher to get the data needed in research activity is usually known as a technique of collecting data. Creswell (2012:297-298) explained that collecting data is the required data and information taken from observation and interview. Collecting data was important for the research. It was because collecting data used to support successful research. In the classroom, the researcher records videos and takes photographs to provide more accurate data. In this research, the researcher used data

techniques of qualitative data collection including: observation, interview, and documentation.

a. **Observation**

According to Sugiyono (2010: 9), observation involves observing all relevant phenomena to get the data with the rationale, empiric, and systematic characteristic. Observational of collecting the data is used for the purpose of describing setting, activities, people, and meaning of what is observed from the perspective of the participants. The researcher observed directly to the teaching learning English activities at the seventh grade students of MTs Ma'arif Tempursari in the academic year of 2021/2022. The researcher took a checklist in the observation sheet while observing the classroom. By observation, researcher could get the clearer condition happened in the classroom, include the teacher's washback.

The classroom observation was done in three times in class. It was held in the English learning process in the "Recount Text" Material in the meeting, daily test about the material and the teacher reply the material then giving washback for the daily test before.

b. **Interview**

Interview is the way to get information more deep to teachers. Interview is an important way for researchers to check the accuracy of the impressions he or she has gained through observation (Fraenkel, Wallen, 2003:450). In this research, the researcher interviewed the

teachers. The interview used to gather the information about her washback for the daily test. The researcher used a voice recorder to record the interview and placed the recorder near the teacher to get the clear voice. The researcher also used note technique to get data that had been explained before.

c. Documentation

According to Sutopo (2002: 54) document is a written material which related with the certain event or activities. The document in this research is the students' worksheet. The researcher collected the students' worksheet to get the progress then analyzes it.

F. Technique for Analyzing Data

According to Moelong (2001: 103), analyzing the data is called as process of organizing and arranging the data into pattern, category and a set of basic classification to find the theme and to formulate the research hypothesis as what the data advised. In qualitative research, techniques of analyzing the data were used in order to synthesize the data collecting from various sources into a coherent description of what the researcher had been observed and discovered. Regarding with this research, the researcher used data analysis based on Miles and Huberman Model (1984:20). Moreover, Miles and Huberman (1984:24) elaborated the four types of analysis activity and the activity of data collection form an interactive process which was analyzing qualitative data as follows:

1. **Data Collection**

   Data collection means collecting the data from observation, documentation and interview. The researcher did observation to know the situation and condition in the English teaching learning especially in the washback of daily test. Then researcher got the data by collected the student's worksheet of the test. From that data, researcher knew impact of washback by the teacher in their worksheet. Then researcher did interview with English teacher also as the informant.

2. **Data Reduction**

   Data reduction was done by summarizing field notes by separating main things relating to research problems, and then it was arranged systematically to describe and to make easy the data searching if sometime it was needed anymore. Not all the obtained data of the research were important. It means that the important information must be taken and unimportant information must be ignored. In the process of data reduction, the researcher selected, focused and abstracted the data in the field note. The data reduction is done during research activities. In this case, the researcher reduced information during the research activities if data is unimportant or does not support the data researchers needed (Moleong, 2007:308). The researcher did reduction of the data which is gotten from interview and the result of teacher washback found in the students' worksheet. A reduction of the data were needed because not all of the data could be input as the need of

the research, just the important point and according to the requirement of the data were analyzed.

3. **Data Display**

Display of the data is an organized, compressed assembly of information that permits conclusion drawing and action. By so doing, everything which happens in the classroom can be understood easily so that the researcher may consider what he should do toward the analysis and may take the other actions based on his understanding (Sutopo, 2002:92-93). Data Display used to display the qualitative data from data reduction in order to know the pattern of data so that it was easy to understand. The researcher organized the data and described the types and impact of teachers' washback provided in the students' worksheet.

4. **Data Conclusion**

In drawing conclusion, the researcher made formulation or accumulation of its interpretation and analysis throughout the course of study as long. In this case, the researcher writes not only what he has seen each day during observation but also his interpretation of his observation (Sutopo, 2002:93). The researcher collected and analyzed the data with valid, consistent, and enough the data. The researcher drew conclusions in the last research. In conclusion, the researcher gave the result of the analysis based on the problems statement where it concludes the valid data from the entire data. The researcher took the conclusion after presenting the data and analyzed the data.

In this step, the researcher made an initial conclusion about the using of corrective feedback in the classroom. The initial conclusion was able to achieve the research question based on the qualitative data which is taken from observation, documentation and interview, so this research would be credible.

G. Trustworthiness of Data

From the research, the researcher got the data or information from observation, interview, and documents. Sugiyono (2012:330) defines triangulation as data collection techniques combining various data collection techniques and sources of existing data. According to Hales, (2010: 14) identified four basic types of triangulation; there are four kinds of triangulation techniques to recheck the trustworthiness:

1. Data Triangulation

The use of various data sources including time, space, and persons in a research. Data triangulation is the process rechecked and compared information by researcher which obtained in different sources. For instance, it has done by comparing observation data with interview data result, comparing what the informant said, and comparing circumstance and perspective of different people toward the similar event.

2. Investigator Triangulation

The ability to confirm findings across investigators without prior discussion or collaboration between them can significantly enhance the credibility of findings. Investigator triangulation is particularly important for decreasing bias in gathering, reporting and analyzing the data.

3. **Theory Triangulation**

Theory triangulation is the use of multiple theories when examining a situation or phenomenon. The idea is to look at a situation/ phenomenon from different perspectives, through different lenses, with different questions in mind. The different theories do not have to be similar or compatible, in fact the more divergent they are, more likely they are to identify different issues or concerns.

4. **Methodological Triangulation**

Methodological triangulation is the use of multiple methods to conduct a situation or phenomenon. The intention is to decrease the deficiencies and biases that come from any single method. This type of triangulation is very similar to the mixed method approaches used in social science research, where the results from one method are used to enhance, augment and clarify the results of another.

Based on the kinds of triangulations above, in this research the researcher used methodological triangulation. The researcher in gathering the data such as observation and interview. In validating the data, the researcher will observe the process of the teaching learning

process, while also observing the problems appeared, the researcher will

crosscheck by comparing them to the data of interviews.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the findings and discussion of the research. The analyzed data was conducted to answer the research problem presented about the washback effects of English daily test to students and teacher at the seventh grade of MTs Ma'arif Tempursari in academic year 2021/2022, Ngawi. Furthermore, the analyzed data is categorized based on the criteria of a washback effect either positive or negative proposed by experts. In order to get the data which needed to know the washback effect of English daily test to students and teacher, the researcher used three techniques to gain the data. Documentation selected to get the questions of daily examination in English subject of grade VII MTs Ma'arif Tempursari in academic year 2021/2022, Ngawi with answer keys and the answer of all students in grade VII. Observation used to know about what happen in the classroom after English daily test. To collect the information about the students' and teacher responses, teacher behaviors, and washback effect on what and how teacher teach the researcher used interview.

A. **Research Findings**

1. **An analysis of washback effect for English daily test to the teacher**

Based on the interview with Ustadzah Titik Sulistyorini as a English teacher in VII grade of MTs MA'ARIF Tempursari

> Researcher : *Apa pendapat Ibu tentang pengaruh dari ulangan harian bahasa Inggris?*

Ust.Titik   :   Menurut saya ulangan harian itu perlu untuk proses belajar mengajar karena dengan ulangan kita bisa mengukur kemampuan siswa dan mengetahui sejauh mana siswa memahami materi selama proses pembelajaran

The teacher admitted that English daily test is not only needed but also very important. The teacher showed that English daily test can help them to know and measure student's ability in more specific area. As we know that the material tested for English daily test only a small part of the whole material that usually they face at middle or final test. From that smaller specific area of English daily test, the result of it helps the teacher easier to analyze what are the students difficulties on the tested material, and solve the problem by re-explaining what material that less understood by the students.

The Researcher :   Menurut Ibu, apa dampak dari ulangan harian terhadap pengajaran?

Ust.Titik   :   Jadi kita bisa melihat pencapaian kemampuan siswa dalam memahami proses pengajaran kita. Dengan adanya ulangan harian, kita bisa melihat berapa nilainya, jika bagus maka bisa dijadikan sebagai penyemangat untuk belajar lebih giat lagi, sehingga nilainya bisa meningkat dan tujuan pembelajaran dapat tercapai dengan baik, apakah siswa itu memahami pembelajaran

yang disampaikan, itu juga sangat berpengaruh

terhadap proses belajar mengajar umtuk

kedepannya.

From many result of English daily tests, more and less can help to improve students score. English daily test is also important for teacher evaluation. It can make the teacher to know either the material that given to the students appropriate or not and the method that chosen by teacher is good enough or need some changes and improvement. The teacher explained, the evaluation from the method chosen by the teacher during the teaching learning activities can be seen from the students score for English daily test. If most of the student get the good score it means that the method was appropriate otherwise if the scores are bad the teacher can make some consideration to change the method that more appropriate for the student.

The washback effect on what and how teacher teach. Based on the interview with Ustadzah Titik Sulistyorini.

The Researcher :   *Metode pengajaran apa yang Ibu lakukan?*

Ust. Titik   :   *Metode yang biasa digunakan bisa diskusi, dan ditambah dengan sedikit ceramah, kemudian lebih banyak role play yang biasanya mereka praktekkan dialog di depan kelas juga bisa, biasanya mind mapping,demonstrasi dan juga cooperative learning.*

The Researcher :   *Bagaimana Ibu menanggapi situasi tersebut jika ada siswa yang tidak memahami materi yang Ibu sampaikan ?*

Ust. Titik   *:*   *Kalau ada yang kurang paham biasanya kita ulangi lagi penjelasannya, kasih contoh soal yang lain, kita ambil pendekatan seperti tanya mana yang belum dia mengerti atau kalau perlu kita ke ke meja siswa tersebut dan menjelaskannya secara pribadi sampai dia mengerti.*

For the teacher's teaching strategy, the teacher said that English daily test became one of the influential evaluation to make some revision and good change to what and how teacher teach. The teacher explained after knowing the result of the test she would put emphasis on the integration of the skills, give oral practice will mainly base on facilitating discussion among students, and create active participation from students. In the other side, the teacher did not deny that sometimes the strategies and method that has been selected did not give a significant improvement for student's understanding and mastery in their learning.

The Researcher :   *Apa dampak positif dan negatif dari ulangan harian bahasa Inggris terhadap proses belajar mengajar,menurut Ibu?*

Ust. Titik   *:*   *Efek positifnya adalah evaluasi siswa untuk lebih meningkatkan hasil atau nilai belajarnya dalam sebulan, nah dari situ kita bisa melihat sejauh mana prestasi atau perkembangan belajarnya, sehingga nilainya bisa lebih bagus dan tujuan pembelajaran bisa tercapai. Untuk pengaruh negatif mungkin ulangan harian terasa seperti*

momok, "kenapa harus ada ulangan harian sih?",
siswa biasanya bilang gitu kan, atau kalau hanya
dengan tugas apa dia mampu memahami materi?

Then the teacher said that there is a positive washback on material as well since the teacher adopted a textbook oriented methodology and did not leave anything from the textbook.

For the teaching learning strategy, the teacher felt that their students became dependent on them, expecting them to not only teach the language but also train them successfully to pass the exam. The teacher believes that learning strategy should be designed to lead the students to understand the material, and standardize knowledge. The teacher used some materials to enable their students to learn. Most of the time, teacher referred to some containing activities or supplementary materials focusing on developing skills needed in students test or exam. Teachers talked about the adaption of the teaching materials to secure the objective of current activities.

For the teacher strategy to develop the test, the teacher taught that the main tasks to enable their students to obtain good scores, this prevented the teacher to innovate in making the test. The teacher restricted the use of testing techniques so that the students could acquire the necessary test-taking skills needed to answer successfully the current question. And the last, the teacher was unanimous to declare that sometimes she ignored about the systematic procedures that they have to follow the design and develop a useful language test.

2. An analysis of washback effect for English daily test to the students

The first, the researcher observed the English teaching and learning process in VII class. Students just passed English daily test about one week before. The purpose of this observation is to know about what happen in the classroom after English daily test. The researcher tried to identify what is happening in the classroom because of the influence of English daily examination.

In the first meeting in VII class, before the teacher started the lesson, the teacher wanted to make an evaluation and asked to their students about their English daily test that just passed. Students' responses were good they started to deliver their opinion about the test and also their difficulties during the test before. The teacher and their students discussed about the test and the teacher tried to give an explanation again about the part in daily test that considered as difficult part for the students. Based on what the researcher had observed, most of the students in VII class confused about generic structure in narrative text, they said that they found some difficulties to arrange jumble paragraphs that made by their teacher for the test. And the other problem is about distinguishing thing around us; the students said that sometimes they did not really know the meaning of some example. In this first meeting, the teacher gave the time for the researcher to introduce herself and approach the students.

To know the student responses to English daily test, the researcher used semi structured interview. Semi structured interview is an interview that has several key questions which help to define the areas to be explored, but also allow the informant to feel a flexibility to pursue an idea in a response in more detail. This type of interview could help the researcher to get and collect the data about student's perception about English daily test include their response to it, student's preparation before the test, and challenges which faced by them. In each class the researcher selected three students which have different ability based on their score for English daily test.

From the researcher question *"apakah menurutmu ulangan harian itu bisa membantu dalam memahami pelajaran? Apa saja yang biasanya kamu siapkan sebelum ulangan?"*

The participant named Jehan Safira and Ayra Nafilla as a student in VII class stated that

"sangat membantu sekali dalam memahami pelajaran yang sebelumnya dibahas, karena kalau pada saat pelajaran ada sebagian yang tidak saya pahami. Dan bisa juga jadi bahan untuk mempersiapkan ulangan-ulangan yang akan datang seperti MID semester atau semester akhir. Persiapannya sebelum ulangan sih biasanya saya belajar menghafal beberapa kata kunci yang ada pada materi sebelumnya ya, karena itu juga sangat membantu saya untuk menjawab soal-soalnya "(Jehan Safira's state)

"ya, membantu sekali ya mbak, apa lagi untuk memahami pelajarannya karena kalau pas pelajaran itu banyak kata-kata bahasa inggris yang tidak tau artinya, tapi sebelum ulangan malam harinya saya

belajar materi itu dan cari tahu di google atau kamus kalo tidak tau artinya.
Jadi pada saat ulangan saya bisa jawab." (Ayra Nafilla's state)

Based on the interview data collection from four students, most of the students said that English daily test is very helpful for them, they explained that they used English daily test as reference for their next learning. From the result of English daily test they can know what aspect of English material that they need to improve. Besides, English daily test can make for the students to prepare themselves before English middle test and final test easier.

The students also explained that English daily test that held at least once in one month can make them familiar with English matters. They admitted that their score for English middle or final test were improve if they relearn the questions or material from their English daily tests.

The preparation which usually students do before the English daily test is learning the English material and grilles which given by their teacher. Grilles here became one of good point that could help the students to identify the material which most likely tested in English daily test.

The common challenges faced by the students are about the unknown vocabularies meaning. As the fact before, students were confused to differentiate between congratulating and expressing gratitude. Even though the students really know the function and the different uses of congratulating and expressing gratitude, they said that they usually find the words that they did not know the meaning and distract their answer to the multiple choice question in English daily test.

B. Discussion

1. An analysis of washback effect for English daily test on teacher

The finding which has found stated that generally the formative test gave many beneficial for the teacher and most of the students, positive effect of test as Rodrigo Esteban Munoz from Brown (2004) said that "Backwash" can also in the form of useful diagnosis of strengths and weaknesses. Therefore, the teacher in this research was really helpful to diagnose strengths and weaknesses of the students. Which diagnose done though the score of a test and students' response in the class toward the lesson.

Positive effect also found on teacher's perception of the test, which thought that test was important to see how far the students' have understood the materials. The data showed that the test was very helpful for the teacher to identify the students' mastery toward the materials by seeing their score. Like what Dewi's (2018) said that formative test should give many of washback in order to increase students' capability in English. By realizing the students' capability, the teacher could consider how to measure that students have understood the material well. Because of the test seen by teacher as important things, this was influences the teacher to teach full of attention to the students' needs, so that the students could learn well and get appropriate score at their test.

As Messick (1996, as cited in Afrianto p. 114) which explained that washback could influences language teacher and students to do things. In this research, the teacher gave her full attention in a serious way to make a fun class in order to make students interested in learning process. This seems similar with the result of thesis done by Walkins (2005) which stated that the teacher seems aware of the teaching and learning process and sometimes concern to the strategies which students used to learn. The finding in this research also stated that the teacher give much attention in the level of students capability in English since not all of the students were really good in English. The teachers' effort to make all of the students understand well the material could see from the strategies that the teacher used like grouping the students where there consist of students which not really good and the students who has good capability in English. It was effective to make students learn together and helping for better understanding. Also, the teacher always uses game in every meeting to raise the students' mood up so that students could get in on the learning with relax. The warm interaction and good communication between the teacher and students made the classroom condition peaceful and it was very good for teaching and learning process. The teacher also showed very good attitude when a student still not understands the material yet, she stated that she would come to the students for explaining personally.

2. The Washback Effect of English Daily Test on Students

The finding of the most students showed that test made them study harder than before so that they get more familiar with English like what Yi Ching Pan (2009) stated as one of the indication of positive washback (Dewi, 2018). While negative washback also appeared in form of anxiety in some students which also considered as one of the indication of negative washback.

Positive and negative effect seen from the data which showed that most of students thought that test was important in education process since test made them relearn the materials, knowing their understanding limit toward the materials, studying more diligent, testing their English ability, trains their memory. Although there are also some students who did not think that test is not important in less. Those findings also correlated with what Afab et.al (2014) cited from Hughes (1989) which explained that testing is important since it provides information of individual's language ability and achievement. Based on those perceptions, this may considerate as positive washabck. These positive perceptions would affect to the next, students' learning process.

That test affect students in the way they learn, it correlated with what has uttered by Tayeb et. (2014) which found that test not just made students learn more active, learning individually and sometimes in a group even without any of instructions from the

teacher, but they were doing based on their own will. The researcher here found that students became more active in learning because they also like English itself, not just because they have to getting high score in the test, even that they become more active in the days near the test day than in the daily meeting when they would have any of daily test.

The data appeared showing that the students do varies way in their learning process in order to prepare for the test. According to Anderson and Wall (1998) a test will influence what learners learn and how learners learn. The data showed that students were doing: Study about previous material, studying deeply about the materials they did not really understand, memorizing glossaries, reading dictionary, doing English literation e.g.: reading English book or article, watching video or film in English, and memorizing grammar patterns.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discusses about the conclusion of this research regarding the analysis of washback effects of English daily test to students and teacher at the seventh grade. Furthermore this chapter also contains the suggestion regarding the research for teachers, and also the next researchers.

A. CONCLUSION

Based on data in research findings that were presented as explained in the previous chapter, some points can be concluded into following description.

For the questions analysis of English daily test produced both positive and negative washback effect. The positive effect can be seen from the feedback made by the teacher for every result of students' English daily test. The teacher had tried to give a beneficial feedback for every student in their test. This feedback could make the students feel like they have been more appreciated to do the test.

In students' and teachers' responses to the English daily test categorized as positive washback effect, both teacher and students were admitted that English daily test is important. Student's score for English middle or final test are improving if they relearn the questions or material from their English daily tests. The preparation which usually students do before the English

daily test is learning the English material and lattices which given by their teacher. Besides, there are common challenges which faced by the students are about the unknown vocabularies meaning. Even though the students understand the material, sometimes they usually find the words that they did not know the meaning and distract their answer to the multiple choice question in English daily test. For the teacher English daily test can help them to know and measure student's ability in more specific area, important for teacher evaluation. It also help the teacher to know either the material that given to the students appropriate or not and the method that chosen by teacher is good enough or need some changes and improvement.

In washback effect on what and how teacher teach English daily test became one of the influential evaluation to make some revision and good change to what and how teacher teach, this condition also categorized as positive washback effect. In the other side, the teacher did not deny that sometimes the strategies and method that has been selected did not give a significant improvement for students' understanding and mastery in their learning.

B. SUGGESTION

Based on the results of the study, there are some suggestions that can be offered to certain parties. First, for the students, based on the result of study the most problem which faced by students when facing English daily test is their bad feeling through English daily test. The students should more

convinced and confident to face it. The students should not also push their self to study too hard and restless. Instead, it will distract their concentration because of fatigue during the test held.

1. For teachers, they should make the questions for English test which suitable with student's learning syllabi. So far, the content of the test is match with students' learning material but does not follow all the categories for basic competence. After every English daily test, they should not only make an evaluation about students' difficulties and opinion about English daily test, they should ask about their feeling. Even there are some students who cannot describe their feeling about their difficulties in public the teacher can meet them in personal through agreed time.

2. For future researcher, as this study has a lot of weaknesses, it would be better if several developments are made. Therefore, some references about an analysis of washkback effect not only in teacher student context but also in wider area such as school, social, and policies. So, for the next the study towards this topic but in other contexts can also be an option.

REFERENCES

Anthony, Green.2013. *Washback in language assessment*. International Journal of English Studies

Arikunto, Suharsimi. 2013. *Dasar-Dasar Evaluasi Pendidikan (Edisi Kedua).* Jakarta: Bumi Aksara.

Arikunto, Suharsimi. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik. (Edisi Revisi).* Jakarta: Rineka Cipta.

Booth, Dawn Karen. 2018. *The Sociocultural Activity of High Stakes Standardized Language Testing. (Volume 12).* Auckland: springer.

Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching (Fourth Edition).* San Fransisco: Longman.

Brown, H. Doughlas. 2003. *Language Assessment Principles and Classroom Practice.* San Fransisco: Longman.

Brown, H. Doughlas. 2000. *Teaching by Principles an Interactive Approach to Language Pedagogy (Second Edition).* San Fransisco: Longman.

Brown, H. 2007. *Principles of Language Learning and Teaching.* Fifth edition. Addison Wesley Longman, Inc. A Pearson Education Company.

Demuth, Andrej. 2013. *Perception Theories*. Slovakies: Kraków.

Dewi, A. S. 2018. *An analysis of washback for English daily test at the tenth grade in SMA Dharma Wanita 4 Taman Sidoarjo* (Doctoral dissertation, UIN Sunan Ampel Surabaya).

Djaali. 2011. Psikologi Pedidikan, Jakarta: Bumi Aksara.

Esma Şenel. 2011. *The washback effect of testing on students' learning in EFL writing classes*. TemmuzBirsenTütüniş

Krisnadi, Ragil. 2019. *Analyzing Washback of English National Examination 2019 towards Students' Perception and Teachers' Teaching Method Based on 2013 Curriculum Implementation*: Semarang University

Lebagi, D., Sumardi, S., & Sudjoko, S. 2017. *The Quality of Teacher-made test in EFL Classroom at the Elementary School and Its Washback in the Learning*. Journal of English Education, *2*(2), 97-104.

Mac, N., Woodsong, C., MacQueen, K., Guest, G., Namey, E. 2005. *Qualitative Research Methods: A Data Collector's Field Guide*. USA: Family Health International.

Miles, Matthew. B. Huberman, A. Michael. 1994. *Qualitative Data Analysis (Second Edition)*: United States: Sage Publications

Minkhatunnakhriyah, M., & Rohayati, T. 2020. Washback on national examination: English language teacher and student's perception. *TRANS-KATA: Journal of Language, Literature, Culture and Education*, *1*(1), 1-6.

Nugrahani, F. 2014. *Metode Penelitian Kualitatif dalam Penelitian Pendidikan Bahasa.* Surakarta.

O'Malley, J. M., & Charmot, A. U. 1990. *Learning Strategies in Second Language Acquisition.* New York: Cambridge University Press.

Pauline Rea-Dickins.2007. *Washback from language tests on teaching, learning*. Aga Khan University, pauline.rea-dickins@aku.edu

Richards, J. C., & Renandya, W. A. 2000. *Methodology in Language Teaching: An Anthology of Current Practice.* USA: Cambridge University Press.

Spradley, J. P. 1980. *Participant Observation.* USA: Holt, Rinehart and Winston

Sugiyono. 2010. *Metode Pendekatan Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Bandung: Alfabeta.

Sugiyono. 2008. *Memahami Penelitian Kualitatif*. Bandung: Alfabeta.

Sutopo. 2002. *Pengantar Penelitian Kualitatif*. Surakarta: Universitas Sebelas Maret Press.

Uwe, F. 2009. *Introduction to Qualitative Research.* Berlin: SAGE.

Xu, Lian. Jun Liu. 2018. *A Study on the Washback Effects of the Test for English Majors (TEM):* Shanghai: Springer

Yi-Ching Pan.2009. A *review of washback and its pedagogical implications.* VNU Journal of Science, Foreign Languages

APPENDICES

INTERVIEW WITH STUDENTS

Transcript Interview With Ayra Nafilla as A Student at The Sevent Grade Class

A: The Researcher

B: The Students

A: Apakah kamu menyukai pelajaran bahasa inggris?

B: iya saya suka

A*:* apakah menurutmu ulangan harian itu bisa membantu dalam memahami pelajaran? Apa saja yang biasanya kamu siapkan sebelum ulangan?

B: ya, membantu sekali ya mbak, apa lagi untuk memahami pelajarannya karena kalau pas pelajaran itu banyak kata-kata bahasa inggris yang tidak tau artinya, tapi sebelum ulangan malam harinya saya belajar materi itu dan cari tahu di google atau kamus kalo tidak tau artinya. Jadi pada saat ulangan saya bisa jawab.

A: Bagaimana perasaanmu pada saat ulangan harian berlangsung?

B: Deg-degan sih, karena saya tidak terlalu menguasai mata pelajaran bahasa Inggris.

A: Menurutmu apakah metode yang digunakan gurumu saat ini sudah tepat untuk proses pembelajaran? Apa alasannya?

B: kalau menurut saya sudah tepat ya mbak, karena kan setiap akhir bulan atau akhir dari setiap bab yang di ajarkan selalu ada ulangan, mungkin tujuannya agar kita bisa menguasai pelajaran itu dan memahami apa yang disampaikan ustadzah pada saat pelajaran sebelumnya.

A: Apakah ulangan harian itu membuatmu belajar bahasa inggris lebih giat lagi?

B: Iya sudah tentu itu, karena saya tidak mau nilai ulangan saya jelek

A: Berapa hari sebelum ulangan harian biasanya kamu belajar?

B: Biasanya sih malam sebelum hari H ya mbak dan beberapa menit sebelum pelajaran dimulai, biar nempel dikepala.

A: apakah ulangan harian yang diberikan oleh guru dapat mempengaruhi kesiapanmu dalam melaksanakan ulangan akhir?

B: iya mbak, karena kan sebelumnya kita sudah mempelajari itu jadi ya sudah dipersiapkan jauh-jauh hari sebelum semesteran.

Transcript Interview With Jehan Safira as A Student at The Sevent Grade Class

A: The Researcher

B: The Student

A: Apakah kamu menyukai pelajaran bahasa inggris?

B: iya saya sangat suka pelajaran bahasa Inggris

A*:* apakah menurutmu ulangan harian itu bisa membantu dalam memahami pelajaran? Apa saja yang biasanya kamu siapkan sebelum ulangan?

B: sangat membantu sekali dalam memahami pelajaran yang sebelumnya dibahas, karena kalau pada saat pelajaran ada sebagian yang tidak saya pahami. Dan bisa juga jadi bahan untuk mempersiapkan ulangan-ulangan yang akan datang seperti MID semester atau semester akhir. Persiapannya sebelum ulangan sih biasanya saya belajar menghafal beberapa kata kunci yang ada pada materi sebelumnya ya, karena itu juga sangat membantu saya untuk menjawab soal-soalnya.

A: Bagaimana perasaanmu pada saat ulangan harian berlangsung?

B: lumayan deg-degan sih, karena saya sudah belajar beberapa hari sebelumnya dan juga berfikiran positive aja sih mbak, semoga dapat nilai yang memuaskan.

A: Menurutmu apakah metode yang digunakan gurumu saat ini sudah tepat untuk proses pembelajaran? Apa alasannya?

B: kalau menurut saya sudah tepat mbak, karena ulangan itu diadakan setiap akhir bulan atau akhir dari setiap bab yang di ajarkan selalu ada ulangan. Kadang ustadzah juga ngasih game atau semacam diskusi sebelum ada ulangan, tujuannya

agar murid memahami apa yang belum dipahami dengan cara berdiskusi dengan temannya yag lain.

A: Apakah ulangan harian itu membuatmu belajar bahasa inggris lebih giat lagi?

B: Iya tentu mbak, karena saya itu memang suka dengan pelajarannya jadi ya kalu belajar pelajaran Bahasa Inggris itu semangat

A: Berapa hari sebelum ulangan harian biasanya kamu belajar?

B: Biasanya sih beberapa hari sebelum hari H ya mbak dan disekolahan sebelum ulangan dimulai belajar lagi biar tidak lupa.

A: apakah ulangan harian yang diberikan oleh guru dapat mempengaruhi kesiapanmu dalam melaksanakan ulangan akhir?

B: iya jelas dong mbak, kalu kita tidak belajar sungguh-sungguh nanti pas ulangan semester tidak akan siap, karena kita tidak tau materi apa yang harus dipelajari.

Transcript Interview With Raina Zakiyah Marwa as A Student at The Sevent Grade Class

A: The Researcher

B: The Student

A: Apakah kamu menyukai pelajaran bahasa inggris?

B: iya saya sangat suka

A: apakah menurutmu ulangan harian itu bisa membantu dalam memahami pelajaran? Apa saja yang biasanya kamu siapkan sebelum ulangan?

B: ya, sangat membantu sekali, sebelum ulangan malam harinya saya belajar materi itu.

A: Bagaimana perasaanmu pada saat ulangan harian berlangsung?

B: Biasa aja sih, karena sudah terbiasa ada ulangan diakhir bulan.

A: Menurutmu apakah metode yang digunakan gurumu saat ini sudah tepat untuk proses pembelajaran? Apa alasannya?

B: sudah tepat mbak, karena kan setiap akhir bulan atau akhir dari setiap bab yang di ajarkan selalu ada ulangan, mungkin tujuannya agar kita bisa menguasai pelajaran itu dan memahami apa yang disampaikan ustadzah pada saat pelajaran sebelumnya.

A: Apakah ulangan harian itu membuatmu belajar bahasa inggris lebih giat lagi?

B: Iya tentu itu, karena saya tidak mau nilai ulangan saya jelek

A: Berapa hari sebelum ulangan harian biasanya kamu belajar?

B: Biasanya sih malam sebelum hari H ya mbak dan beberapa menit sebelum pelajaran dimulai.

A: apakah ulangan harian yang diberikan oleh guru dapat mempengaruhi kesiapanmu dalam melaksanakan ulangan akhir?

B: iya mbak, karena kan sebelumnya kita sudah mempelajari itu jadi ya sudah dipersiapkan jauh-jauh hari sebelum semesteran.

Transcript Interview With Nazela Rosyada as A Student at The Sevent Grade Class

A: The Researcher

B: The Student

A: Apakah kamu menyukai pelajaran bahasa inggris?

B: iya saya suka pelajaran bahasa Inggris

A*:* apakah menurutmu ulangan harian itu bisa membantu dalam memahami pelajaran? Apa saja yang biasanya kamu siapkan sebelum ulangan?

B: sangat membantu sekali dalam memahami pelajaran yang sebelumnya dibahas, karena kalau pada saat pelajaran ada sebagian yang tidak saya pahami. Dan bisa juga jadi bahan untuk mempersiapkan ulangan-ulangan yang akan datang. Persiapannya sih biasanya saya belajar menghafal beberapa kata kunci yang ada pada materi sebelumnya ya, karena itu juga sangat membantu saya untuk menjawab soal-soalnya.

A: Bagaimana perasaanmu pada saat ulangan harian berlangsung?

B: lumayan deg-degan.

A: Menurutmu apakah metode yang digunakan gurumu saat ini sudah tepat untuk proses pembelajaran? Apa alasannya?

B: kalau menurut saya sudah tepat, karena ulangan itu diadakan setiap akhir bulan atau akhir dari setiap bab yang di ajarkan selalu ada ulangan. Kadang ustadzah juga ngasih game atau semacam diskusi sebelum ada ulangan.

A: Apakah ulangan harian itu membuatmu belajar bahasa inggris lebih giat lagi?

B: Iya mbak, karena saya itu memang suka dengan pelajarannya jadi ya kalu belajar pelajaran Bahasa Inggris itu semangat

A: Berapa hari sebelum ulangan harian biasanya kamu belajar?

B: Biasanya sih beberapa hari sebelum hari H ya mbak dan disekolahan sebelum ulangan dimulai.

A: apakah ulangan harian yang diberikan oleh guru dapat mempengaruhi kesiapanmu dalam melaksanakan ulangan akhir?

B: iya mbak, kalau kita tidak belajar sungguh-sungguh nanti pas ulangan semester tidak akan siap.

Transcript Interview With Ananda Hafiz Pratama as A Student at The Sevent Grade Class

A: The Researcher

B: The Student

A: Apakah kamu menyukai pelajaran bahasa inggris?

B: iya, suka

A*:* apakah menurutmu ulangan harian itu bisa membantu dalam memahami pelajaran? Apa saja yang biasanya kamu siapkan sebelum ulangan?

B: ya, membantu untuk memahami pelajarannya karena kalau pas pelajaran itu banyak kata-kata bahasa inggris yang tidak tau artinya, tapi sebelum ulangan malam harinya saya belajar materi itu dan cari tahu di google atau kamus kalo tidak tau artinya.

A: Bagaimana perasaanmu pada saat ulangan harian berlangsung?

B: agak deg-degan sih mbak, karena saya tidak menguasai mata pelajaran bahasa Inggris.

A: Menurutmu apakah metode yang digunakan gurumu saat ini sudah tepat untuk proses pembelajaran? Apa alasannya?

B: kalau menurut saya sudah tepat, karena kan setiap akhir bulan ada ulangan, mungkin tujuannya agar kita bisa menguasai pelajaran itu dan memahami apa yang disampaikan ustadzah pada saat pelajaran sebelumnya.

A: Apakah ulangan harian itu membuatmu belajar bahasa inggris lebih giat lagi?

B: Iya tentu, tapi kadang saya juga lupa tidak belajar

A: Berapa hari sebelum ulangan harian biasanya kamu belajar?

B: Biasanya sih malam sebelum hari H ya mbak dan beberapa menit sebelum pelajaran dimulai.

A: apakah ulangan harian yang diberikan oleh guru dapat mempengaruhi kesiapanmu dalam melaksanakan ulangan akhir?

B: iya, karena kan sudah mempelajari itu jadi ya sudah dipersiapkan jauh-jauh hari sebelum semesteran.

INTERVIEW WITH THE TEACHERS

Transcript Interview With Ustadzah Titik Sulistyorini S.Pd. As A Teacher

at The Seventh Grade

A: The Researcher

B: The Teacher

A : Apa pendapat Ibu tentang pengaruh dari ulangan harian bahasa Inggris?

B: Menurut saya ulangan harian itu perlu untuk proses belajar mengajar karena dengan ulangan kita bisa mengukur kemampuan siswa dan mengetahui sejauh mana siswa memahami materi selama proses pembelajaran

A : Apakah Ibu pernah menemui situasi dimana RPP yang dibuat ternyata tidak aplikatif saat itu? Jika ya, tindakan apa yang Ibu lakukan?

B : Jelas iya, dimana RPP yang dibuat ternyata tidak aplikatif, maka tindakan yang biasa saya lakukan adalah kita beralih ke hal lain yang penting untuk dipelajari, kemudian kita bisa menggantinya nanti pada saat pertemuan depan atau pada kesempatan lain.

A : Seperti yang Ibu katakan bahwa kemampuan setiap siswa itu berbeda-beda, bagaimana cara Ibu menyesuaikan pembelajarannya?

B : Karena kemampuan setiap siswa berbeda-beda, seharusnya dicarikan solusinya, kalau saya biasa mencari metode dan media pembelajaran yang bisa diikuti semua siswa. Kita juga bisa mengikutsertakan siswa dalam kelompok, sehingga mereka bisa saling membantu. Jadi siswa yang sudah paham bisa membantu siswa lain yang mengalami kesulitan, itu fungsi pengelompokan menurut saya.

A : Bagaimana Ibu menanggapi situasi tersebut jika ada siswa yang tidak memahami materi?

B : Kalau ada yang kurang paham biasanya kita ulangi lagi penjelasannya, kasih contoh soal yang lain, kita ambil pendekatan seperti ditanya mana yang belum dia mengerti atau kalau perlu kita ke muridnya ke mejanya dan kami menjelaskannya secara pribadi sampai dia mengerti nanti.

A : Apakah ada perbedaan suasana kelas antara hari belajar biasa dengan pertemuan terakhir sebelum ulangan harian?

B : Iya pasti ada bedanya, kalau hari pembelajaran biasa, mereka masih bisa santai, tidak ada tekanan seperti itu. Jika H-1 menjadi bahasa kisi-kisi dan banyak siswa yang bertanya, kira-kira seperti apa pertanyaannya, jadi banyak pertanyaan.

A : Metode pengajaran apa yang Ibu lakukan?

B : Metode yang biasa digunakan bisa diskusi, dan ditambah dengan sedikit ceramah, kemudian lebih banyak role play yang biasanya mereka praktekkan dialog di depan kelas juga bisa, biasanya mind mapping, demonstrasi dan juga cooperative learning.

A : Apakah Ibu menemui kendala tertentu dalam proses pengajaran? Jika ya, apa saja kendalanya?

B : Kalau masalahnya biasanya kami menemukan kurangnya penguasaan kosakata ya mbak, biasanya kami ingin menjelaskan dalam bahasa Inggris secara full, tapi siswa kan tidak mengerti, hanya ada beberapa siswa yang mengerti, pun itu tidak sepenuhnya , dan bahkan ada yang tidak mengerti sama sekali. Jadi kami hanya mencampur bahasanya, kalau ada yang dipraktekkan juga butuh waktu lama untuk menerjemahkan, membuat satu dialog dan satu teks jadi butuh pengetahuan kosa kata yang luas, jika siswa kami menguasai kosa kata yang membutuhkan waktu lama.

A : Menurut Ibu, apa dampak dari ulangan harian terhadap pengajaran?

B : Jadi kita bisa melihat pencapaian kemampuan siswa dalam memahami proses pengajaran kita. Jadi dengan adanya ulangan harian kita bisa melihat berapa nilainya, jika bagus maka bisa dijadikan sebagai penyemangat untuk belajar lebih giat lagi, sehingga nilainya bisa meningkat. Sehingga tujuan pembelajaran dapat tercapai dengan baik, apakah memahami atau mampu terhadap tujuan pembelajaran yang telah ditentukan seperti apa, sangat berpengaruh.

A : Apa dampak positif dan negatif dari ulangan harian bahasa Inggris terhadap proses mengajar guru?

B : Efek positifnya adalah evaluasi siswa untuk lebih meningkatkan hasil atau nilai belajarnya dalam sebulan, nah dari situ kita bisa melihat sejauh mana prestasi atau perkembangan belajarnya, sehingga nilainya bisa lebih bagus dan tujuan pembelajaran bisa tercapai. Untuk pengaruh negatif mungkin ulangan harian terasa seperti momok, "kenapa harus ada ulangan harian sih?", siswa biasanya bilang gitu kan, atau kalau hanya dengan tugas apa dia mampu memahami materi?

LIST OF STUDENTS NAME OF SEVENTH GRADE
IN ACADEMIC YEAR 2021/2022
MTs MA'ARIF Tempursari

NO.	NIS	NAMA	L/P
1.	200012	Ananda Hafiz Pratama	L
2.	200026	Arina Manasikana	P
3.	200007	Auliya Khairunnisa	P
4.	200025	Ayra Nafilla Maheswari	P
5.	200017	Azka Nuria Arramadhani	P
6.	200029	Dara Ayu Puspitarini	P
7.	200008	Dea Indrianti	P
8.	200027	Diva Suci Casmita	P
9.	200021	Doni Iskandar	L
10.	200022	Faris Ragil Wijaya	L
11.	200016	Ganjar Hadi Cahyo	L
12.	200015	Ilham Maulana Ghifar	L
13.	200031	Isna Naila Mahmudah	P
14.	200024	Jehan Safaira Rizki	P
15.	200009	Lidia Nita Mahara	P
16.	200013	Muhammad Rasya Malik	L
17.	200018	Muhammad Zainal Fanani	L

18.	200010	Mutiara Dwi Nurida	P
19.	200028	Nazela Rosyada	P
20.	200020	Rafan Ardho Zafran	L
21.	200014	Raihan Fajar Arrasyid	L
22.	200019	Raina Zakiyah Marwa	P
23.	200030	Reza Febriana Dian Agustina	P
24.	200023	Sabrina Azalea Putri	P
25.	200011	Sofia Mazida	P
26.	200025	Via Tahtadia Mutiarasari	P

KET: -Laki-laki: 9   –Perempuan: 17

LESSON PLAN

Satuan Pendidikan   : MTs MA'ARIF Tempursari

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VII/2

Materi Pokok   : People, Animals and Public Places around Us

Alokasi Waktu   : 8 x 40 menit (4 kali tatap muka)

A. **KOMPETENSI INTI**
   1. Menghargai dan menghayati ajaran agama yang dianutnya
   2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
   3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
   4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. **KOMPETENSI   DASAR   DAN   INDIKATOR   PENCAPAIAN KOMPETENSI**

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptive lisan dan tulis dengan memberi dan memnta informasi terkait	3.7.1 **Membandingkan fungsi sosial** dari beberapa teks deskriptif (deskripsi orang, binatang dan benda) 3.7.2 **Membandingkan struktur teks** dari beberapa teks

Kompetensi Dasar	Indikator Pencapaian Kompetensi
dengan deskripsi orang, binatang, benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	deskriptif (deskripsi orang, binatang dan benda)
	3.7.3 **Membandingkan unsur kebahasaan** dari beberapa teks deskriptif (deskripsi orang, binatang dan benda)
.	

C. TUJUAN PEMBELAJARAN

Pertemuan 1

Setelah melalui serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Menentukan tujuan dari beberapa teks pendek dan sederhana tentang orang/ tokoh yang berbeda,
2. Menentukan fokus yang dibicarakan dalam masing-masing deskripsi,
3. Menentukan pembaca yang akan tertarik membaca masing-masing deskripsi.

Pertemuan Kedua

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. menyebutkan manfaat yang dapat dipetik dari masing-masing deskripsi,
2. menulis kembali teks dengan tulisan tangan yang rapih dan benar

Pertemuan Ketiga

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. menyebutkan nama orang/tokoh, pekerjaan/jabatan/perannya, serta orang-orang lain yang terkait serta pekerjaan/jabatan/perannya,
2. menentukan karakteristik fisik/psikis/personal lainnya dari masing-masing orang/tokoh.

Pertemuan Keempat

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. menyebutkan kebiasaan/pekerjaan/kegiatan rutin/tertentu yang menjadi penciri masing-masing orang/tokoh,
2. menentukan aspek lain yang dipaparkan untuk mendeskripsikan masing-masing orang/took

A. Materi Pembelajaran

Materi Pembelajaran Reguler

Beberapa teks deskriptif pendek dan sederhana, lisan dan tulis tentang orang/tokoh yang berbeda, yang memuat tiga aspek teks berikut ini, secara kontekstual dan terintegrasi

1. Fungsi sosial
   - tujuan dari beberapa teks pendek dan sederhana tentang orang/ tokoh yang berbeda,
   - fokus yang dibicarakan dalam masing-masing deskripsi,
   - pembaca yang akan tertarik membaca masing-masing deskripsi,
   - manfaat yang dapat dipetik dari masing-masing deskripsi.

2. Struktur teks
   - nama orang/tokoh, pekerjaan/jabatan/perannya, serta orang-orang lain yang terkait serta pekerjaan/jabatan/perannya,
   - karakteristik fisik/psikis/personal lainnya dari masing-masing orang/tokoh,
   - kebiasaan/pekerjaan/kegiatan rutin/tertentu yang menjadi penciri masing-masing orang/tokoh,
   - aspek lain yang dipaparkan untuk mendeskripsikan masing-masing orang/tokoh
3. Unsur kebahasaan
   - makna kata dan ungkapan tertentu (verba, nomina, adjectiva, adverbia, frasa),
   - tata bahasa (kalimat, klausa, verba, nomina, konjungsi, dll.),
   - ucapan, tekanan kata, dan intonasi yang benar,
   - ejaan dan tanda baca yang benar,
   - tulisan tangan yang rapih dan benar

Materi Pengayaan
   Unsur kebahasaan
   - makna kata dan ungkapan tertentu (verba, nomina, adjectiva, adverbia, frasa),
   - tata bahasa (kalimat, klausa, verba, nomina, konjungsi, dll.

Materi Remedial
   Unsur kebahasaan
   - ucapan, tekanan kata, dan intonasi yang benar,
   - ejaan dan tanda baca yang benar,

- tulisan tangan yang rapih dan benar

B. Metode Pembelajaran

Scientific Approach (Mengamati, Menanya, Mengumpulkan informasi, Mengasosiasi dan Mengomunikasikan)

C. Media/alat dan Bahan

- Media/Alat : Video deskripsi seseorang, laptop, LCD, realia, gambar
- Teks: autentik atau mendekati autentik

D. Sumber Belajar

Kementrian Pendidikan dan Kebudayaan, Bahasa Inggris, When English Rings The Bell, SMP/Mts Kelas VII, hal 150 sd 175, edisi revisi dan sumber lain yang sesuai

E. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan Pertama: (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	Guru: - mengucapkan salam dan tegur sapa - mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif - bertanya jawab tentang deskripsi (a.l. nama, karakteristik, kebiasaan) orang - menyebutkan tujuan pembelajaran - menyebutkan kegiatan belajar yang akan dilakukan	10'
Kegiatan Inti **)	Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerja sama dengan teman, dan memanfaatkan bimbingan guru:	60'

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
	- menyimak secara interaktif guru membacakan beberapa teks (sedikitnya 3), satu per satu (siswa tidak membaca teks), - bertanya jawab tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari masing-masing teks secara umum, sekilas, - menulis ketiga teks, satu per satu, secara lengkap dengan didektekan guru secara terbimbing - mempresentasikan hasil tulisannya ke seluruh kelas (misal, dengan dipampang di dinding) - memberi masukan terhadap hasil tulisan kelompok lain - memasukkan hasil tulisannya ke dalam file portofolio Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara clisan dan tulis.	
Kegiatan Penutup	Siswa dan guru: - membahas manfaat pembelajaran yang baru diselesaikan - membahas kesulitan dalam melakukan aktivitas pembelajaran - menyimpulkan hasil pembelajaran - mengkordinasikan tugas rumah untuk membaca teks yang ditulisnya dengan ucapan dan intonasi yang benar - menyampaikan kegiatan dan topik rencana pembelajaran untuk pertemuan berikutnya	10'

2. Pertemuan kedua: (.2 JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu

Kegiatan Pendahuluan	Guru:	10'
	- mengucapkan salam dan tegur sapa	
	- mengecek kehadiran, berdoa, menyiapkan suasana belajar yang kondusif	
	- mereview pembelajaran yang lalu	
	- menyebutkan tujuan pembelajaran	
	- menyebutkan kegiatan belajar yang akan dilakukan	
Kegiatan Inti **)	Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerja sama dengan teman, dan memanfaatkan bimbingan guru:	60'
	- dalam kelompok, siswa saling membacakan masing-masing teks yang telah ditulisnya pada pertemuan yang lalu secara lisan dengan memperhatikan kebermaknaan, intonasi, ucapan, dan tekanan kata	
	- bertanya jawab secara rinci tentang fungsi sosial (tujuan, topik, pembaca sasaran dan manfaat) teks-teks yang telah dibaca tersebut, satu per satu, untuk diisikan ke dalam tabel.	

Fungsi sosial

	Text 1	Text 2	Text 3
Purposes			
Focuses/Topics			
Target readers			
Things learned			

- mempresentasikan hasil analisis tertulis kelompok ke seluruh kelas (misal, dengan dipampang di dinding)

	Deskripsi	
	- memberi masukan terhadap hasil presentasi kelompok lain - memasukkan hasil analisisnya ke dalam file portofolio Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara clisan dan tulis.	
Kegiatan Penutup	Siswa, dan guru: - membahas manfaat pembelajaran yang baru diselesaikan - membahas kesulitan dalam melakukan aktivitas pembelajaran - menyimpulkan hasil pembelajaran - mengkordinasikan tugas rumah (tentang struktur teks) berupa tugas kelompok: menyebutkan nama, ciri-ciri, pekerjaan/jabatan/ kegiatan/kebiasaan, serta orang-orang lain yang terkait serta pekerjaan/jabatan/perannya, satu per satu, dan memasukkannya ke dalam tabel. - <table><tr><td></td><td>Text 1</td><td>Text 2</td><td>Text 3</td></tr><tr><td>Names</td><td></td><td></td><td></td></tr><tr><td>Characteristics</td><td></td><td></td><td></td></tr><tr><td>Habits</td><td></td><td></td><td></td></tr><tr><td>Jobs/works</td><td></td><td></td><td></td></tr><tr><td>Others</td><td></td><td></td><td></td></tr></table>	10'

Pertemuan ketiga: (2 JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	Guru: - mengucapkan salam dan tegur sapa	10'

	- mengecek kehadiran, berdoa, menyiapkan suasana belajar yang kondusif - menyebutkan tujuan pembelajaran - menyebutkan kegiatan belajar yang akan dilakukan	
Kegiatan Inti **)	Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerja sama dengan teman, dan memanfaatkan bimbingan guru: - mempresentasikan secara lisan hasil analisis tertulis kelompok ke seluruh kelas (misal, dengan dipampang di dinding) - bertanya dan memberi masukan terhadap hasil presentasi kelompok lain terkait pilihan kata, ungkapan, tata bahasa, ejaan dan tanda baca. Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara clisan dan tulis.	60'
Kegiatan Penutup	Siswa bersama guru: - membahas manfaat pembelajaran yang baru diselesaikan - membahas kesulitan dalam melakukan aktivitas pembelajaran - menyimpulkan hasil pembelajaran - menkordinasikan tugas rumah berupa tugas individu untuk memperbaiki hasil analisis masing-masing berdasarkan masukan dari guru dan teman pada hari itu, dan kemudian memasukkannya ke dalam file portofolio - menyampaikan kegiatan dan topik rencana pembelajaran pertemuan berikutnya: belajar unsur kebahasaan untuk mendeskripsikan orang/tokoh.	10'

Pertemuan keempat: 2 JP

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	Guru: - mengucapkan salam dan tegur sapa - mengecek kehadiran, berdoa, menyiapkan suasana belajar yang kondusif - mengecek tentang portofolio sebagaimana ditugaskan pada pertemuan sebelumnya - menyampaikan tujuan pembelajaran - menyebutkan kegiatan belajar yang akan dilakukan	10'
Kegiatan Inti **)	Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerja sama dengan teman, dan memanfaatkan bimbingan guru: Belajar secara terfokus tentang unsur kebahasaan yang menjadi penciri teks deskriptif: - Membaca nyaring dan bermakna teks deskripsi yang telah dipelajari - mengolah informasi yang terdapat dalam teks deskriptif yang telah dibaca dan menuliskannya dalam format yang disediakan (format data pribadi) - Menggunakan artikel a dan the untuk menyebutkan pekerjaan, profesi, dll. - Menggunakan be dan have dalam simple present tense untuk menyebutkan ciri-ciri fisik/psikis/mental - Menggunakan simple present tense untuk menyebutkan kebiasaan/pekerjaan/kegiatan rutin, dsb. - Memasukkan hasil analisis dalam file porto folio. Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari	60'

	guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara clisan dan tulis.	
Kegiatan Penutup	Siswa bersama guru: - membahas manfaat pembelajaran yang baru diselesaikan, - membahas kesulitan dalam melakukan aktivitas pembelajaran, - menyimpulkan hasil pembelajaran, - mengordinasikan tugas rumah untuk membuat draft untuk mendeskripsikan dua orang atau tokoh yang dapat dibanggakan untuk dibawa pada pertemuan berikutnya.	10'

F. Penilaian, Pembelajaran Remedial dan Pengayaan

1. Teknik penilaian otentik
   - Sikap : Observasi
   - Pengetahuan : penggunaan rubrik untuk mengukur ketercapaian fungsi sosial, kelengkapan dan keruntutan struktur teks, dan ketepatan unsur kebahasaan yang tampak pada proses dan hasil belajar.
   - Keterampilan : Unjuk kerja dalam bentuk tindakan komunikatif lisan dan karya tertulis
     - Praktik membaca nyaring
     - Tugas tertulis mendeskripsikan orang utk membanggakan
2. Instrumen penilaian untuk tes tertulis

   Kisi-Kisi dan Soal (contoh)

Indikator	Soal	Teknik/Bentuk Penilaian
Fungsi social - menentukan (menyebutkan lisan/tulis, memilih) tujuan dari beberapa teks pendek dan	Read the text and answer the questions below. 1. What is the text written for?	

sederhana tentang orang/ tokoh yang berbeda,	2. What is the text about?	
- menentukan (menyebutkan lisan/tulis, memilih) fokus yang dibicarakan dalam masing-masing deskripsi,	3. Who would like to read the text?	
- menentukan (menyebutkan lisan/tulis, memilih) pembaca yang akan tertarik membaca masing-masing deskripsi,	4. What can you learn from the person/character?	
- menentukan (menyebutkan lisan/tulis, memilih) manfaat yang dapat dipetik dari masing-masing deskripsi.		
Struktur teks	5. This statement is most likely about ... (nama orang/tokoh)	
- menentukan (menyebutkan lisan/tulis, memilih) nama orang/tokoh, pekerjaan/jabatan/per annya, serta orang-orang lain yang terkait serta pekerjaan/jabatan/per annya,	6. The text is concerned about ... (beberapa aspek) of the person/character.	
- menentukan (menyebutkan lisan/tulis, memilih) karakteristik fisik/psikis/personal	7. What does the character do for a living?	

lainnya dari masing-masing orang/tokoh, - menentukan (menyebutkan lisan/tulis, memilih) kebiasaan/pekerjaan/kegiatan rutin/tertentu yang menjadi penciri masing-masing orang/tokoh, - menentukan (menyebutkan lisan/tulis, memilih) aspek lain yang dipaparkan untuk mendeskripsikan masing-masing orang/tokoh		
Unsur kebahasaan - menentukan (menyebutkan lisan/tulis, memilih) makna kata dan ungkapan tertentu (verba, nomina, adjectiva, adverbia, frasa), - menentukan (menyebutkan lisan/tulis, memilih) tata bahasa (kalimat, klausa, verba, nomina, konjungsi, dll.)	The word ... is closest in meaning to ...? The character has many friends, ... (isi dengan kata sambung) he always feels lonely.	

3. Rubrik Penilaian dan Pedoman Penskoran

   a) Rubrik Penilaian Pengetahuan:

ASPEK	KRITERIA	SKOR	Jumlah Soal	Skor Perolehan
Isi	Sangat sesuai	3	...	
	Sesuai	2		
	Kurang sesuai	1		
Struktur teks	Benar dan Tepat	3	...	
	Benar tapi kurang tepat	2		
	Kurang tepat	1		
Unsur kebahasaan	Sangat tepat	3	...	
	Tepat	2		
	Kurang tepat	1		
Total skor				

Keterangan:

Nilai Akhir = Nilai perolehan : Total Skor x 100

b)   Rubrik Penilaian Keterampilan (Praktik/Kinerja)

KRITERIA	Deskripsi	Rentang Skor	Skor Perolehan
Mendeskripsikan secara lisan	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai	(89 – 100)	...
	Lancar dan kosa kata dan kalimat berkembang, serta ada transisi	(76-88)	...

	Sesekali melihat teks, kosa kata terbatas tapi lancar	(61-75)	...
	Membaca script, kosa kata terbatas, dan tidak lancar	(0-60)	...
	JUMLAH		...
Menulis Teks	Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat disertai gambar yang menarik	(89 – 100)	...
	Fungsi sosial tercapai, struktur tepat dan unsur kebahasaan ada yang kurang tepat, ada gambar cukup menarik	(76-88)	...
	Fungsi sosial tercapai, struktur dan unsur kebahasaan kurang tepat, ada gambar	(61-75)	...
	Fungsi sosial, Penggunaan kata, kalimat, dan struktur tidak sesuai, tidak ada gambar	(0-60)	...
	JUMLAH		...

Pembelajaran Remedial

Pembelajaran Remedial diberikan kepada siswa yang belum mencapai KKM berupa Pembelajaran ulang atau Penugasan terkait Grammar dan tatabahasa.

Pembelajaran Pengayaan

Pembelajaran Pengayaan diberikan kepada siswa yang telah mencapai KKM berupa Penugasan mendeskripsikan seseoarang yang menjadi idolanya.

Mengetahui: Ngawi,   Juli 2022c59

Kepala Madrasah   Guru Mata Pelajaran

Dra. 'Alimatun Miftach, M.Pd.I   Titik Sulistyorini, S.Pd

NIP:-   NIP:-

APPENDIX E

PICTURES OF OBSERVATION IN CLASS

Teaching and learning process in seventh grade of MTs Ma'arif Tempursari
in academic year 2021/2022 at the August 23th, 2022

English daily test in seventh grade of MTs Ma'arif Tempursari in academic year 2021/2022 at the august 1st ,2022

APPENDIX F

SILABUS

Satuan Pendidikan   : MTs MA'ARIF Tempursaari
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : VII/2 (Genap)
Jumlah Pertemuan   : ....
Standar Kompetensi (KI) : 1. Menghargai dan menghayati ajaran agama yang dianutnya
                          2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percayadiri, dalam berinteraksi secara efektif dengan lingkungan sosial dana lam dalam jangkauan pergaulan dan keberadaannya
                          3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
                          4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

Alokasi Waktu : 20 JP (10 Pertemuan)

Kompetensi Dasar		Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Sumber
3.5	mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan	**Fungsi sosial** ✓ Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya. **Struktur teks** ✓ Memulai	• Menyimak dan menirukan guru menanyakan dan menyebutkan sifat orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dengan tata bahasa,	✓ Sikap social dan spiritual : observasi ✓ Pengetahuan : Tulis PG	When English Rings a Bell Kelas VII Cetakan Ke-3

				ucapan dan tekanan kata yang benar	✓ Keterampilan: Praktik	
		✓ Menanggapi (diharapkan/di luar dugaan) **Unsur kebahasaan** ✓ Pernyataan dan pertanyaan terkait sifat orang, benda, binatang ✓ Kosa kata, terkait dengan ciri fisik (a.l. *red*, *big*, *dark*, *loud*), selera (a.l. *nice*, *beautiful*, *cute*), mental (a.l. *clever*, *smart*), psikologis (a.l. *happy*, *sad*, *disappointed*, *angry*, *wild*), budi (a.l. *kind*, *good*, *polite*) ✓ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan	• Mencermati beberapa teks pendek yang mendeskripsikan sifat orang, benda, dan binatang di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar • Bertanya jawab tentang sifat beberapa benda di dalam dan sekitar rumah		
4.5	menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	**Topik** ✓ Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkan perilaku yang termuat di KI	• Membaca beberapa teks pendek tentang sifat orang, benda, binatang di dalam dan di sekitar rumah dan sekolah sekitarnya • Bertanya jawab tentang sifat orang, benda, binatang terkenal • Melakukan refleksi tentang proses dan hasil belajarnya		

Alokasi Waktu : 20 JP (10 Pertemuan)

Kompetensi Dasar		Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Sumber
3.6	mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan	**Fungsi sosial** ✓ Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya.	• Menyimak guru membacakan beberapa teks pendek kebiasaan yang dilakukan orang dan binatang	✓ Sikap social dan spiritual : observasi	When English Rings a Bell

		Struktur teks		yang terdapat di rumah, sekolah, dan sekitarnya, dan kemudian menirukannya kalimat-kalimat dengan tata bahasa, ucapan dan tekanan kata yang benar	✓ Pengetahuan : Tulis PG ✓ Keterampilan: Praktik	Kelas VII Cetakan Ke-3
	meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat *declarative*, *interrogative, simple present tense*)	✓ Memulai ✓ Menanggapi (diharapkan/di luar dugaan) **Unsur kebahasaan** ✓ Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda				
4.6	menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dansesuaikonteks	✓ Kalimat deklaratif (positif dan negatif) dalam simple present tense ✓ Kalimat interogatif: *Yes/No question*; *Wh-question* ✓ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan **Topik** ✓ Tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkanperilaku yang termuat di KI	• Didiktekan guru, siswa menulis teks-teks tersebut dengan tulis tangan, dengan ejaan dan tanda baca yang benar • Membuat teks-teks pendek tentang kebiasaan yang dilakukan beberapa orang dan binatang yang sangat dikenal • Bertanya jawab tentang isi teks yang telah ditulis dengan kelompok lain. • Melakukan refleksi tentang proses dan hasil belajarnya		

Alokasi waktu: 28 JP (14 Pertemuan)

Kompetensi Dasar		Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Sumber
3.7	membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda	**Fungsi sosial** ✓ Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik **Struktur teks** *1. Dapat mencakup:*	• Membaca beberapateks deskriptif tentang sekolah termasuk benda-benda dan binatang-binatang yang	✓ Sikap social dan spiritual : observasi	When English Rings a Bell Kelas VII Cetakan Ke-3

		sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	✓ identifikasi (nama keseluruhan dan bagian) ✓ sifat yang menjadi pencirinya ✓ fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan.	ada yang disertai foto atau gambar yang menarik • Bertanya tentang informasi yang terkait di dalam teks tersebut.	✓ Pengetahuan: Tulis PG ✓ Keterampilan: Praktik	
4.7	Teks Deskriptif					
	4.7.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda	**2. *Unsur kebahasaan*** ✓ Kalimat deklaratif (positif dan negatif), dan interogatif (*Yes/No question*; *Wh-question*), dalam *simple present tense* ✓ Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. ✓ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan	• Menggunakan alat analisis (tabel atau bagan *mind-map*) untuk mempelajari sistematika deskripsi yang diterapkan • Mengamati suatu benda/binatang/orang yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll.Untuk mengritik/menyatakan kekaguman/ mempromosikan		
	4.7.2	Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	**Topik** ✓ Orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa, termasuk bangunan publikyang dapat menumbuhkanperilaku yang termuat dalam KI	• Dalam kelompok membuat proyek kecil: dengan bantuan *mind-map*, membuat teks deskripsi tentang kota atau desanya untuk mempromosikan • Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya • Melakukan refleksi tentang proses dan hasil belajarnya		

Alokasi waktu : 4 JP (2 Pertemuan)

Kompetensi Dasar		Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Sumber
3.8	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan *passive voice*)	**Fungsi sosial** ✓ Mendeskripsikan, memaparkan secara obyektif **Struktur teks** ✓ Memulai ✓ Menanggapi (diharapkan/di luar dugaan) **Unsur kebahasaan** ✓ Kalimat *deklaratif* dan *interogatif* dalam *passive voice* ✓ Preposisi *by* ✓ *Nomina singular* dan *plural* dengan atau tanpa *a, the, this, those, my, their*, dsb. ✓ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan **Topik** ✓ Hasil kerajinan, makanan, dsb. yang sangat dikenal yang dapat menumbuhkanperilaku yang termuat diKI	• Membaca dan mencermati beberapa deskripsi tentang makanan khas dengan banyak menggunakan kalimat pasif • Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil dari teks dengan ejaan dan tanda baca yang benar • Mengumpulkan informasi tentang beberapa benda yang dideskripsikan dengan banyak menggunakan kalimat pasif • Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar • Melakukan refleksi tentang proses dan hasil belajarnya	✓ Sikap social dan spiritual : observasi ✓ Pengetahuan : Tulis PG ✓ Keterampilan: Praktik	When English Rings a Bell Kelas VII Cetakan Ke-3
4.8	Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dansesuaikonteks. (perhatikan unsur kebahasaan *passive voice*)				

Mengetahui,
Kepala Madrasah

Ngawi,   Juli 2020/2021

Guru Mata Pelajaran Bahasa Inggris Kelas 7

Dra. ALIMAH MIFTACH, M.Pd.I
NIP: -

TITIK SULISTYORINI, S.Pd.
NIP: -