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SPEAKING CLASS IN HIGHER EDUCATION

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Abstract

In recent years the process of reform and innovation in higher education has been witnessed. Indonesia has also implemented the problem of based assessment almost throughout college in the fatherland, focusing on human resource development. Methods adopted to follow the qualitative study principle against ten students at one of the schools in Bogor. This research is limited to the students without even seeing the washback effect on the teachers. The objective of this report was to observe the washback effect during teaching activities in a spoken English class. The study proved that a student's point of view assessment affects the teaching process and the speaking skills in the classroom.

Keywords: *washback, project-based assesment, speaking, higher education*

Abstrak

Proses reformasi dan inovasi pendidikan telah terjadi dalam pendidikan di Indonesia dalam beberapa tahun terakhir. Salah satu dari proses tersebut adalah penerapan asesmen berbasis masalah (*washback*) dengan focus pada pengembangan sumber daya manusia. Metode yang dipilih mengikuti prinsip studi kualitatif terhadap sepuluh siswa di sekolah-sekolah di Bogor. Penelitian ini terbatas pada siswa tanpa melihat efek *washback* pada guru. Tujuan dari penelitian ini adalah untuk mengetahui *washback effect* selama kegiatan mengajar dikelas berbicara Bahasa Inggris. Penelitian ini membuktikan bahwa dari sudut pandang siswa, penilaian mempengaruhi proses pengajaran dan keterampilan berbicara di dalam kelas berbicara Bahasa Inggris.

Kata kunci: *efek washback, penilaian berbasis proyek, keterampilan berbicara*



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Introduction

Teaching-learning continues to be a cover subject and is receiving constant attention among education in both developed and developing countries. The process of learning to teach is part of an essential element in education. Knowledge is transferred through the teaching process from teacher to student. Then, knowledge is acquired by students through the learning process. Teachers may have a central role in their education process directly by arranging student learning to have experience (Guadalupe, 2010).

Educators are responsible for the number of learning classes to achieve effective learning. They believe that learning is a challenge for educators to have innovative skills in learning to teach. The more detailed Zainudin and Istiyono (2020) states that learners are required to have several abilities, including mastery of collaboration, communication, problem solvers, and critical thinking skills.

Improving the process of teaching in college is a duty that must maintain. Students will face the challenges of the future that are constantly changing times. College must be able to produce qualified learners. So, students must possess some competencies. They are English, information technology, cooperation, and adaptation competence (Nurkhin et al., 2019).

Improving learning activities is strongly influenced by the assessments used in the classroom. One evaluation that had believed to be very useful is Problem Based Assessment. It is necessary to know that the evaluation affects. Its name is washback. So, when schools admit to using Problem Based Assessment, it is unclear what is needed. So it has been assumed that the Problem Based Assessment method will also influence the class.

The following are according to Cess 2019:

1. The use of engaging tasks or problems as a starting point for learning.
2. Self-directed and self-regulated learning.
3. Working in groups of learners tackling these tasks.
4. The role of the teachers as a facilitator of this process.

In this section, we will discuss various washback definitions of teaching-learning. Effects of testing on teaching and learning are referred to as 'backwash' (Hughes 1989, Khaniyah 1990, Biggs 1995, Spolsky 1995), or 'washback' (Alderson and Wall 1993, Messick 1996, Bailey 1996). Green (2007) points out that 'In the literature (both in applied linguistics and in general education), the terms backwash and washback are both used, and are invariably seen as interchangeable'. In some earlier usages of the term, the meaning of washback was confined to unforeseen and unintended changes (Khaniyah 1990, Spolsky 1995, 1996). However, it now includes any effects intended or unintended that are induced on teaching-learning due to the testing (Alderson and Wall 1993, Bachman and Palmer, 1996, Hughes 2003, Cheng 2003, Cheng 2005, Wall 2005, Green 2007) and therefore generally considered a neutral term (Alderson and Wall, 1993), and 'washback has gained in currency and is now generally accepted in the applied linguistics literature (Green, 2007).

The term washback will be used throughout this study with its neutral meaning. I.e. it refers to both intended and unintended effects of a change of public examination on aspects of teaching and learning. Washback has been described as occurring at two levels: the micro-level and the macro level. What happens in schools due to the introduction of a test is defined as micro-level, and the effect on society as a whole is described as macro-level (Messick 1994, 1996; Bachman and Palmer 1996, 2010; Hamp-Lyons 1997; Wall 1997, 2005; Andrews 2003).

However, Bachman and Palmer (1996, 2010), McNamara (1996, 2000), Hamp- Lyons (1997, 1998), Wall (1997, 2005), Shohamy (2001) used the term *washback* to refer to the effects of tests on teaching and learning at the micro-level (that is the effects of a test on individual students and teachers). The products at the macro-level (that is, the impact of trials on society and its educational systems) are termed *impact*. A review of the washback literature shows that the term washback has been defined and adapted to suit the purpose and context it is explored. For example, Green (2007), in his IELTS washback study, excluded the exploration of macro issues at the societal level.

In summary, the narrow definition of washback focuses on testing certain aspects of teaching and learning activities. The broader view of washback (also defined as test impact) focuses on the educational system and society. I will use the term 'washback' in this study to refer to the teaching-learning process's effects to check the washbacks effect of Problem Based Assessment in college Speaking English class.

There is some indication to suggest that teaching and learning processes have washback effects. Problem Based Assessment as an alternative mode of language valuating believed to be of washback effect on language learning. However, the nature of this effect on the different language elements develops nor skills are yet to be explored. In a partial attempt to address the space, this study investigates the washback effect of Problem Based Assessment in speaking class in higher education English as a foreign language learners' (EFL) speaking development.

Research Methods

The participants of the study were 10 EFL learners of the Institute in Bogor. Their age range was 19 to 22, and all were higher education students speaking Indonesian as their first language. As all of them needed to be at the same homogeneous level of language proficiency, that is why pre-intermediate EFL learners of the same institute were chosen.

This study was implemented based on qualitative research strategies. We adopted the qualitative case study design to answer the research questions o in the present study. The method used in this research is an interview whose conversation and debrief lead to a specific goal. The interviews in this study are expensive where individuals are on a carefully researched topic.

In terms of the research process, Yin (2014) defines a *case study* as “an empirical inquiry that investigates a contemporary phenomenon (the ‘case’) within its real-life context.”. Similarly, Miles, Huberman, and Saldaña (2014) see the case as “a phenomenon of some sort occurring in a bounded context.”. Given that the purpose of this study was to investigate the washback of a language assessment system on the teaching and learning of English in an Indonesian university foundation program, which is a bounded context, a qualitative case study stood out as the most suitable research design. We believed that adopting this research strategy would help us understand what effect washback Problem-Based Assessment influences on teaching-learning and why it has such an impact in this particular context.

Data Analysis, Discussion, Findings

The findings of the present study are discussed regarding in-class and out-of-class learning. In-class learning refers to the what (i.e., learning content, materials, tasks) and how learning is inside the AS4A12 classroom. By extension, out-of-class learning refers to what (i.e., learning content, materials, tasks) and what impact students get from learning in class outside the AS4A12 classroom.

1. Learning activities carried out during the speaking class.

No	Participants	Answered
1.	A	Accent, accent, and presentation.
2.	B	Presentation and answering some questions.
3.	C	Not much yet.
4.	D	Practice by self-taught how to speak correctly.
5.	E	Application of presentations in learning.
6.	F	Live presentation and spontaneous question and answer
7.	G	Activities that have been carried out so far, such as interaction, performance, and discussion.
8.	H	Make a public Presentation.
9.	I	Presentation.
10	J	Make presentations and make presentations.

Table 1. Learning activities carried out during the speaking class.

Based on the interviews, it was evident that students themselves played a significant role in the classroom. Students are focused on doing much talking through individual presentations, random questions and answers, and discussions, following what the students said. Some of them answer the perceived activities of the person. On the other hand, C felt that the class had not yet done much violence attached to him, "not much," so he said. Most students answering provides a picture that the students in the speaking class are active in the class.

2. Positive influences for students to the application of class learning

No	Partisipans	Answered
1.	A	It was knowing how to pronounce proper and proper English.
2.	B	Be more confident.
3.	C	They are more fluent and more proficient in English.
4.	D	We have the confidence to perform in front of people.

5.	E	Muster the courage to speak in public.
6.	F	Yes, to enhance speaking and speaking in public or front of audiences.
7.	G	With the learning of the speaking class, students will be more confident. In addition, students may also benefit from adding a new vocab is also a good bedside way.
8.	H	Build confidence, hear and listen well, learn how to speak in front of people.
9.	I	Boost student confidence.
10.	J	I still don't know what a good presentation is.

Table 2. Positive influences for students to the application of class learning.

In turn, what positive effect were students getting from the speaking class? Above concludes, students focused on learning how to do a good presentation in front of the crowd. Most students feel the positive effect of increasing proficiency in speaking; proficiency is not despite a person's self-confidence as represented in the speaking class activity, their correct enunciation, as well as their, getting from proficiency in class so that they can use daily and a new vocabulary each week that students have. In contrast, student Jennie said that the learning remained not knowing how to be a good presentation until the end of the semester. This situation suggests that the class continues well for the student and improves the student's ability but does not clearly understand what to do.

3. Negative influences for students to the application of class learning

No	Partisipants	Answered
1.	A	I don't think there is.
2.	B	I don't think there is.
3.	C	Speaking's an excellent application.
4.	D	In my opinion, the speaking class's goal is to increase confidence rather than to make us less confident.
5.	E	The implementation of teaching and learning is good enough.
6.	F	There was no adverse effect because this was a blink to improve speaking skills. It had positive results to speak in public confidently.
7.	G	Perhaps her negative sometimes speaking class makes us nervous and embarrassed to appear in front of a crowd.
8.	H	Have yet to quantify each student's abilities.
9.	I	It helps boost confidence when talking in front of the camera.
10.	J	I don't think there is.

Table 3. Negative influences for students to the application of class learning.

Most students answered that the application of the activities of the speaking class had a good effect on them especially trust, returning to the purpose of learning affected learners well. G said that he had anxiety and uncertainty when it was his turn to show that the student was so well through the presentation that he finally gained the confidence to speak in public. In contrast, student h says that the professor has not noticed the individual's abilities in the speaking class this provides a stable picture of the class. The interview shows that the application of the speaking class gave most of the sound effects to learners.

4. Contributing factors for students toward the speaking class

No	Participants	Answered
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1.	A	Understand the code of pronunciation and pronounce it correctly.
2.	B	Online media.
3.	C	Dialoguing, memorizing vocabulary, talking to strangers.
4.	D	Learn the basics of speaking, like what we should do when speaking in public.
5.	E	Teachers who have well experienced in teaching.
6.	F	The supporting factors, in my view, from the media used, the learning strategy of the applied teacher, and the environment that made students speak repeatedly happen each day.
7.	G	The best contributing factor is a friend or a friend who can join in the study. In addition to that, harnessing the media is the best option.
8.	H	Add Ability to listen and confidence to speak.
9.	I	The intensity of regular English speaking
10.	J	There is a media like youtube that uploads the tasks given.

Table 4. Contributing factors for students toward the speaking class.

Thus far, the student expressed the excellent effect the students in speaking class increased their speaking ability. The question is, what factors support the application of the speaking class's learning to learners. Student factors are online media; they can look for references to picture when to present in class, discussion activities giving them outstanding support in speaking ability. The material about how speaking becomes the essential thing students feel in the presentation; also mention the importance of having experienced teachers because it is vital for teachers to make the class more alive, fun, interactive, and active. The constant crackdown gives the student skills. Student g says that a friend is helpful in the study process.

5. Inhibitors factors for the students toward the speaking class

No	Participants	Answered
1.	A	not understanding the correct pronunciation rules hinders speaking lessons.
2.	B	For now, the only thing that hinders learning is the internet signal which is sometimes unstable
3.	C	Lack of time, facilities, and other things.
4.	D	When we don't have the will to believe in ourselves, there's too much fear of failure.
5.	E	At this point, it may be jamming just Internet signals that are sometimes unstable.
6.	F	The delayed factors are inadequate media and incorrect strategies, unfinished evaluations and reexamination, and irregular applications.
7.	G	Several factors, such as the difficulty in finding the person to talk to and a high degree of media access, could be an option for students.
8.	H	The length of the word in English also made it difficult for them to memorize and pronounce the vocabulary.
9.	I	There are online classes, lecturers who rarely come in, and

		lecturers who don't care about the abilities of each student.
10.	J	The network is terrible.

Table 5. Inhibitors factors for the students toward the speaking class.

What factors became the Speaking Class learning barrier to students. "Not understanding the correct code of enunciating great inhibits speaking lesson since long-distance learning is now studied, the signal is a contributing factor," says H, one of the students. The remark also pointed to another student, most of whom feel the biggest impediment is no adequate Internet connection when teaching. Students c say that "lack of time, facilities and other" the statement also gets many responses from other students they respond that the media also plays an essential role in the student learning process. Student F expresses a poorly applied strategy, an unfinished evaluation and reexamination, and a nonsequential application. This situation suggests that learners do not fully feel learning concerns. Some of them say the problem of individual abilities is a learning factor in speaking class.

Conclusion

This study aims to examine students' opinions of the English assessment method in speaking class and its impact on English teaching and learning at one of Indonesia's universities' speaking class programs. We identified three themes related to the speaking class's purpose from an interview with the speaking class learner. It is developing common and academic language skills centred on students and meaningful language teaching and learning and continuous learning assessments.

The study wants to know the washback effect of assessments based on the grammatical development of the Indonesian EFL learner in speaking class. Research revealed a significant change in speaking class English learning that proved to have a positive effect because this article focused on improving learners' speaking skills. The washback effect learners feel is one of the alternative ways to help learners improve their speaking skills. Usually, a positive effect is given to learners at the end of the study after doing a task. The feedback that has particularly affected learners with presentation assignments in front of the class tends to direct learners whether they have done well or not and question their improvement in their performance for the next task so that their speaking ability continues to have a significant improvement.

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