

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion, limitation of the study, and also some potential recommendation for further studies.

#### 5.1. Conclusion

As previously mentioned in Chapter 1, this study intends to investigate the washback of Computer-based English national examination (CBENE) on English teachers' teaching process. The foci of the present study are to investigate the English teachers' perception on the CBENE and the influence of the CBENE on English teachers' teaching process.

The findings of the present study revealed that the majority of the participants in the present study got negative washback on the areas of teaching content, teaching materials, teaching methods, time allotment, and teacher-based assignment. Concerning the teaching content, the participants were mainly employed the graduate competence standards as their guideline when they taught the twelfth grade students. They believed that the graduate competence standards covered all the materials that would be tested in the CBENE. Furthermore, the results of the present study also found that the existence of the graduate competence standards lead the schools and teachers to narrow curriculum by teaching materials measured in the CBENE and they put less attention to other materials that are not measured in the CBENE.

Moreover, the participants of the present study were mainly used the previous English national examinations as their main learning resources. The participants emphasized the use of the previous national examinations since it covers the materials that stated in the graduate competence standard. As a result, the participants focused on teaching process concerned on the listening, reading, grammar, and vocabulary as commonly students' weaknesses in the CBENE as it portrayed from the results' of CBENE in each year. Besides, they also emphasized the use of the previous English national examinations as the teacher-based assessment which aimed to make the students familiar with the types of the test and the possible answers as well. Furthermore, the participants tended to employ the test-taking strategies to prepare the

students perform well and to get the best score in CBENE as well. The participants emphasized on test-taking strategies to the students in the sixth semester before the administration of CBENE. On the other hand, they stressed on teaching the targeted curriculum in the fifth semester. It means that it happened temporarily.

However, the participants perceived positive washback on language of instruction, nervousness and anxiety, and atmosphere of the class. It is because the participants felt minimum influence on their language instruction due to the use of mixed-languages. The participants used mix languages to provide chance to the students to be able to accustom to the target language. The participants believed that by having this strategy they would able to communicate in English.

Moreover, the changing status of National examination which is not becoming as the main decision for the students' graduation has positive impact to the participants as well. The participants felt comfortable with the administration of CBENE since they avoid from the practices of dishonesty during CBENE. Besides, there was no pressure from the schools or students' parents related to the students' results in CBENE. Furthermore, the administration of CBENE lead both teachers and students to employ ICT integration in their teaching and learning process. It becomes the medium for them to promote the students' autonomy and to sharpen their skills not only in English but ICT as well.

## **5.2. Limitation of the Study**

The present study was conducted in the sixth semester of the academic year 2017/2018. The period of the data collection was in a month before the administration of the CBENE. Therefore, there was unequal number of the classroom observations due to the time constraints. It is because the schools have to prepare the administration of the standardized school examination in the middle of March. As a result, there was unequal number of classroom observations in the twelfth grade. Apparently, the classroom observation is crucial to see the process of teaching in accordance to the influence of CBENE into the classroom context. Besides, the present study was conducted in vocational state schools in urban area in which the results of the present study might not be able to generalize to other contexts such as private schools in urban area or state vocational schools in rural area which has just initiated to administer the

CBENE. Moreover, the present study might not fully investigate how the participants used the ICT integration in their teaching process as a demand of the administration of the CBENE.

### 5.3. Recommendation

The present study is in accordance with the current literature that the CBENE has the washback effect to the process of teaching English since it is functioned as high-stake testing and it is administered by the assistance of computer. Considering the results of the present study, the English teachers should minimize the negative washback of CBENE into account since the result of CBENE is not used as a basis of students' graduation. Therefore, their teaching concerned should be based on the materials as it is stated on the curriculum and to encourage students' English proficiency as well.

Apparently, the materials that are going to be tested in CBENE are based on the materials from the tenth to twelfth grade. Therefore, the English teacher should optimize the use of authentic English language teaching and learning into the classroom by providing them access to gather the materials from other sources, such as from the internet and maximize the use of ICT integration in the teaching and learning process. It is aimed to facilitate the students to be autonomous as it is mandated from the current curriculum and also as a demand of the 21<sup>st</sup> century in education.

Moreover, the present study could only cover a part of washback phenomenon complexity. Thus, further research should investigate the possible relationships between how the English teachers prepare their students in CBENE as a high-stake testing and the levels of professionalism of the teachers. Besides, it is important to investigate the nature of ICT in relation to teachers' technology literacy as the influence of the administration of the CBENE.

Related to the methodological rigor, further research might worth to employ other methods to obtain a more comprehensive portrait on the washback of CBENE in EFL classroom. To mention a few, teachers' lesson plans, teachers' teaching reflection journals, and students' interviews can be used.