

# Artikel CELT

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## The Impact of Different Types of Testings on Teachers' Classroom Practices

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# <sup>1</sup> The Impact of Different Types of Tests in EFL Writing on the Teachers' Classroom Practices

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<sup>1</sup> **Abstract:** To promote the quality of national education, a test, especially high-stake test, has received special concern from the government. Such kind of test brings serious consequence (impact) to some related parties like teachers, students, school systems, and society. This article is intended to highlight how different type of testing affects the teachers' teaching practices in the classrooms. In Indonesian secondary schools, two types of tests, National Examination (NE) and School Examination (SE) are administered to measure students' achievement in a particular level as well as to decide students' graduation. The two tests are different at some points. First, the test for NE was developed and administered by the government through the Board of National Education Standard. Meanwhile, the preparation and administration of the test for SE were done by the English teachers at every school. Second, the test of NE was in the form of objective test, whereas, the test of SE is subjective in which the students should create writing products. Using descriptive qualitative research design, the current research investigated how four Indonesian secondary school teachers carried out the teaching of EFL Writing in their classroom as the impact of the two types of test. The findings of this research revealed that the administration of the different types of tests brings different impacts on the preparation and classrooms practices in which the teachers were more enthusiastic and serious to prepare for the SE rather than the NE. It can be concluded that a particular type of test which requires full involvement of the teachers either in the preparation or the administration like SE brings positive impact on their classroom practices.

**Key words:** impact, different types of tests, EFL Writing, classroom practice

**Abstrak:** Untuk meningkatkan kualitas pendidikan di Indonesia, pemerintah menyelenggarakan ujiannasional (UN) dan ujian sekolah (US). Bagi beberapa pihak seperti guru, siswa, dan masyarakat luas, hasil yang diperoleh dari dua jenis pengujian tersebut membawa konsekuensi yang serius terutama dalam mengukur pencapaian siswa dan menentukan kelulusannya dari sekolah menengah. Dalam pelaksanaannya, UN dan US memiliki beberapa perbedaan. Pertama, soal UN dirancang dan diujikan oleh pemerintah melalui Badan Standar Nasional Pendidikan (BSNP) sedangkan soal US dirancang dan diujikan oleh guru bahasa Inggris. Kedua, jenis tes pada UN adalah tes obyektif sedangkan pada US jenis tesnya subyektif yakni siswa harus mempraktikkan berbicara atau menulis dalam bahasa Inggris. Artikel ini membahas dampak kebijakan UN dan US terhadap praktik pembelajaran bahasa Inggris oleh guru sekolah menengah atas. Temuan penelitian ini menunjukkan bahwa perbedaan jenis pengujian memiliki dampak yang berbeda terhadap praktik pembelajaran oleh guru di dalam kelas yaitu guru lebih antusias dan serius dalam mengajar untuk persiapan US. Bisa disimpulkan bahwa suatu jenis pengujian yang melibatkan guru secara penuh berdampak positif terhadap praktik pembelajarannya di dalam kelas.

**Kata kunci:** Dampak, perbedaan jenis pengujian, menulis, praktik pembelajaran dalam kelas

## INTRODUCTION

Issue of education always receives great concern by the government. As a manifestation of the law number 20/2003 about the standard of national education, the government issued the regulation number 32/2013 about standards must be met in carrying out education at school level. The regulation covers standard of content, standard of process, standard of graduate competence, standard of facilities, standard of financial, standard of teacher and administration staffs, and standard of evaluation. Schools are obliged to meet the standards so that quality education can be achieved, with regular supervision, of course.

To measure the students' achievement nationally, the government through the Ministry of Education has set up national evaluation. In the government regulation number 32/2013 it is stated that evaluation is conducted to control as well as to guarantee the quality of various components of education in any level and type of education to maintain accountable national education. To implement such regulation, the government carries out high stake tests. Thomas (2005, p. 2) defines a high-stake test as a test that

brings serious consequence to students, school systems, or the society being served. In the academic context, the result of high stake testing serves some purposes such as for tracking/assigning students for certain level, promoting students for the next level, or graduating students from certain level (Heubert & Hauser, 1999, p. 1), as rewards for success or punishment for failure of a school (Thomas, 2005, p. 4), and exit test for students (Carnoy, Elmore, & Siskin, 2003, p. 5).

In Indonesian upper secondary schools, the results of the high-stake test serve some purposes such as a measurement of students' achievement, a reflection of the schools' quality, and/or a map for the government to do intervention for the underperforming schools. High stake test appears in the form of national examination (NE) which has been administered since 2003-2004 academic year and has undergone several revisions. Until 2010 NE, scores from the NE determined students' graduation and the passing grade increased gradually from 3 until 5.5 for each subject. However, in 2011 NE there was a change in the national examination system in which the government issued the decree of the Minister of Education number 04/2010 about school examination (SE). In the decree it was stated that SE is activity in the form of written and practice test to measure and evaluate students' competence for all subjects in science and technology fields which it is prepared and carried out by schools of any level of education.

In the administration of the two tests, NE and SE, some differences can be identified. First, the test in the NE is in the form of multiple-choice test, whereas, the test in the SE is practice (performance) test. Second, the test in the NE is designed and administered under the control of the government through the Board of National Education Standard, while the SE is prepared and administered by the teacher(s) at school. Since the tests are different in nature, the impact can also be different, especially on how the teachers practice teaching writing in the classroom. Investigating such topic is, therefore, worth doing.

In some previous studies by Sukyadi & Mardiani (2011), Arapah (2013), Furaidah (2013) Ginting (2014), and Saehu (2015), investigation about the impact of the administration both NE and the SE on the teachers' classroom practices were not their main interest. Mostly they focus the investigation on the impact of NE only or SE only. In fact, the EFL teaching practices are not directed to one type of test only. Thus, the current research is intended to figure out the practices in preparing the students for the NE and the SE that covers the following issues: (1) How do the teachers prepare their teaching of EFL writing? (2) How do the teachers implement their teaching of EFL writing? and (3) How do the teachers assess students' EFL writing?

## LITERATURE REVIEW

### A. Concept of Test- Impact

In the technology of testing, impacts of test are known as wash-back. Wash-back is defined as the effects of tests on teaching and learning, educational system, and various stakeholders in the education process (Bailey, 1999; Andrews, 2004; Cheng, Watanabe, and Curtis, 2004). According to Bachman & Palmer (1996) test impacts might be viewed as micro effect in the classroom as well as macro effect on educational systems and societies. At classroom level, the impacts of tests can be seen on the better teaching preparation such as syllabi, lesson plan, selection of teaching material and media. Other impacts can be observed in the procedure of teaching, for example, in which teachers apply effective methods and strategies, and the practice of assessment in which teachers pay more attention on the procedure of assessing students. At the macro level, impact refers to the extent to which a test influences within the society, ranging from government policymaking, school administration, publishing, and general opportunities, to parents' expectations of their children. In practice, both at micro level and macro level there is a synergy in which the tests in the classroom influence and are influenced by the societal system of education.

Like two sides of a coin, high-stake testing has negative and positive impacts at both micro and macro levels. At the micro levels, the negative impact of test will lead to narrowing of curriculum. What the students learned is test of language, instead of total phase of understanding (Shohamy, 1992 cited in Pan, 2009). Further, Shohamy explains that many teachers have high anxiety, fear, and pressure to cover the material as their job performance was assessed by students' test scores. For students, a number of paid coaching classes prepare them for exams and make them learn skills to pass exam rather than language skills (Wiseman, 1961). At the macro levels, high stake testing brings negative effect especially when it is related to policy of education. Pan (2009) asserts, "Decision makers overwhelmingly use tests to promote their political agendas and to seize influence and control of educational systems."

Despite the negative impacts discussed previously, a test also brings positive impacts at the micro and macro levels. At the micro level, teachers and learners will be motivated to fulfill their teaching and learning goals (Alderson & Wall, 1992). The teaching and learning activities will be positively encouraged by the administration of good tests. In other words, teachers are more challenged to prepare their students to succeed in the test by doing good practices in the classroom instruction. At macro level, decision makers will make use of the result of test as to promote some changes in

education field like the implementation of new curriculum or provision of textbooks, etc.

30 To be specific, the impacts of high-stake test covers five areas including curriculum, materials, teaching methods, feeling and attitude, and learning.

- 22 1. Curriculum: the examination has a demonstrable effect on the content of language lesson (Alderson & Wall, 1992), the narrowing of curriculum to areas most likely to be tested (Lam, 1994), and the teachers teach to the test (Pizarro, 2010).
- 18 2. Materials: The teachers are exam-slaves and book-slaves with high reliance on past-exam papers (Lam, 1994), use exam-related materials to prepare students for test (Pizarro, 2010), and take the materials from previous examination questions (Furaidah, 2013).
3. Teaching methods: The teachers are potential to focus their teaching on coaching the students for exam. The closer to the exam, the more frequent the drilling activities in the classroom (Alderson & Wall, 1992), focus on linguistic accuracy and neglect the communicative aspect of text (Furaidah, 2013). Teachers are motivated to increase their teaching level higher than the standard (Ginting, 2014).
- 21 4. Feeling and attitude: students show mixed feeling towards the exam in which at one side exams make them work hard to gain success and on the other side exams do not accurately reflect all aspects of their research (Cheng, 1998, p. 296), some teachers show reluctance to innovation in teaching (Pizarro, 2010), positive and negative attitudes were revealed in the schools of different level of achievers. The higher the level of achievers, the more positive wash-back was shown (Sukyadi & Mardiani, 2011).
5. Learning: students prepared the exam by learning more seriously especially closed to the due days and preparation to NE made them ready for the test (Sukyadi & Mardiani, 2011), preparation classes were provided (Furaidah, 2013).

## B. High-Stake Test in Indonesia

1 In Indonesia, tests which are categorized as high-stake are the National Examination (NE) and the School Examination (SE). Those tests are categorized as high-stake since they have large impacts, for example, as a measurement of students' achievement, a reflection of the schools' quality, and/or a map for the government in doing intervention for the underperforming schools. Using certain formula, students' scores from the

NE and the SE are computed and the results are decisive in determining students' graduation from secondary level of education.

In terms of language skills being tested in the NE and SE, since 2012 there is a significant change in the administration of NE in which writing skill was tested. In the table of specification of 2012 NE in secondary school, it is stated that the evaluation of writing includes: (1) arranging jumbled sentences to become a short text under the type of *recount/ procedure/ narrative/ descriptive*, and (2) filling three blanks in short texts of *recount/ procedure/ narrative/ descriptive* (Board of National Education Standard, 2011). Writing, nevertheless, has been tested previously in the SE, a test which is designed and administered by the schools prior to the NE and is usually known as practice examination (*ujian praktek*). In such test, the students are instructed to produce a text of particular type. Viewed from the theory of writing assessment, writing test in the NE is an indirect assessment and in the SE is direct assessment.

Studies in relation to the implementation of high-stake tests in Indonesia come up with two different results. The teachers feel they are being under pressured as to prepare the students to achieve the passing grade in the high-stake test. It does not represent the quality improvement of education because it is dishonesty- provoking, the only standard to measure school quality, unfair, and useless (Sukyadi & Mardiani, 2011). In addition, Furaidah (2013) asserts the involvement of all teachers including those who teach at the tenth and eleventh grade in collecting materials for drilling activities to prepare for the NE. However, in relation with the implementation of writing test in the SE, more positive response is shown by the teachers. SE was implemented by the schools to measure speaking and writing appropriately even though there were some weaknesses mainly in term of content validity (Arapah, 2013). The teachers are in favor of the policy of writing test in the SE because it is likely to promote their creativity in assessment practices. In the classroom practices, the teachers will be motivated to teach English better than the level required by the standard (Ginting, 2014). Saehu (2015) notes that in the implementation of SE the teachers followed the operation procedures standard and the final scores from SE were interpreted based on mastery learning criteria (*Kriteria Ketuntasan Materi/KKM*).

## METHODOLOGY

The current research was intended to figure out how the teachers carry out EFL Writing instruction to respond the policy of implementing two types of writing tests, namely objective test in NE and subjective test in SE. Hence,



the research focused on getting information about how the teacher prepare, implement, and assess students' writing through some techniques.

### A. Types of Research

The current research used <sup>29</sup>descriptive qualitative design since it was intended to figure out teachers' practices in teaching writing in the context of the NE and the SE without doing any manipulation to the subjects. It was in line with the general characteristics of qualitative research, namely, (1) has the natural setting as the direct source of data and the researcher is the key instrument, (2) descriptive, (3) concerns with process rather than simply with outcomes or product, (4) tend to analyze data inductively, (5) meaning is of essential concern to the qualitative approach, (6) small sample size, and (7) interpretive analysis (Bogdan & Biklen, 1992, pp. 27-29, Dornyei, 2009, pp. 37-38).

### B. Research Subjects

The research was conducted in secondary schools in Blitar municipality, East Java, Indonesia in the academic year 2014/2015. With regards to the profile of exemplary teachers developed by <sup>11</sup>ugerahwati & Saukah (2010), the criteria in selecting the subjects were: (1) personally, the <sup>11</sup>teachers were close to the students, understanding, helpful, and friendly, (2) pedagogically, the teachers were excellent in using various methods, strategies, media, and learning sources, (3) professionally, they were competent as proven by their bachelor degree and length of teaching experience, (4) socially, they were active in joining teacher organization and any professional development activities. In the research, four teachers from four schools were considered to meet the predetermined criteria.

### C. Research Procedure

In conducting the research, it followed a qualitative research procedure which started by observing the phenomenon, in this case, the different EFL writing instructions due to the policy of high-stake test in Indonesia. To collect the data, some techniques were employed.

#### 1. Interview

In-depth interviews were employed to explore particular experience of the subjects in teaching writing in the context of preparing students to succeed in the NE and SE. Basically interview was the prime technique to elicit information from the teachers. The interviews were done twelve times. Each teacher was interviewed four times.

## 2. Observation

Beside in-depth interview, non-participant observations were conducted to confirm the teachers' explanations in the interview sessions. The observations were done by joining the teachers' classes without disturbing the teachers and the students. The behaviors of the teachers and the students during the writing instructions were the foci of observation. The results of the observations which were conducted eight times were the other source of data.

## 3. Documentation

To support the data from two previous techniques, namely, interview and observation, it is necessary to check the teachers' document. Yearly program, syllabi, curriculum map, lesson plan, and samples of students' writing products were investigated to get information about how the teachers practiced the teaching of EFL writing.

The collected data were analyzed by following Miles and Huberman's (1994, p.10-12) data analysis procedures that involved three stages: (1) data reduction (transcribing the records of interview and observation, selecting the data relevant to the research, simplifying and sorting the utterances in the conversation), (2) data display (analyzing and categorizing the assorted data into three categories of research questions, comparing the findings with the findings of the current research about the teaching of EFL writing in the global context, identifying the uniqueness of the practices of teaching EFL writing and classifying the findings based on the above-mentioned categories), and (3) conclusion drawing (the conclusion was done continuously along with the process of the research).

## 25 RESULTS AND DISCUSSION

In this section, the findings of the research are presented and then followed by the discussions of the findings.

### A. How the Teachers Prepare their Teaching of EFL Writing

Data about the teachers' preparation in teaching EFL writing were taken from interview, observation, and documentation. Developing a sound lesson plan was perceived as essential prior to conducting practices in teaching EFL writing to prepare the students for the NE and SE. The data of the present research showed that the teachers developed specific lesson plan of writing mainly to prepare students for the SE, not for the NE. Similarly, Ginting (2014) and Saehu (2015) report that the materials for writing test in the SE

were developed by referring to Standard of Competence and Basic Competence as stated in the document of Standard of Content. The implication was the students should be given adequate practices in writing the text of the type to be tested in the SE. In this case, positive wash back of the writing tests occurred in the development of the lesson plan where the lesson plan is intended to design classes with adequate exercises on writing various types of text. Evidently, the findings confirmed a survey that students will never learn unless they are taught in an organized, systematic, efficient way by a knowledgeable teacher using a well-designed instructional approach (American Federation of Teachers, 1999 cited in Kent, 2004, p.30).

The findings of the research revealed that in developing the lesson plans the teachers went through two stages, namely, collaborative and individual stages. The teachers collaborated with other teachers from different schools in developing the drafts of lesson plan. The activity was a part of semester program of the Association of Subject Matter Teachers (*Musyawarah Guru Mata Pelajaran/MGMP*) in the city, Blitar municipality. Collaboration was an effective way to strengthen the partnership of the members of MGMP since they got the same pressure in preparing students for the NE and the SE as well as sharing information about what they would do in intensifying the teaching of writing. Collaboration was also worthy in building uniform perception about good practices in teaching writing. Collaboration had the potential to not only engage teachers in talk, but also talk about each aspect of the instructional core. It was in line with Alloway's (2013, p.156) research which found that talking about students, content, and teaching each other offer learning opportunities, including opportunities to learn about individual students, develop more extensive content knowledge, and learn new teaching strategies.

To finish the lesson plans, the teachers did it individually. Referring to Harmer (2004, p. 369) who states that in making a lesson plan the teachers shape the lesson, the lesson planning activities were affected by some factor such as situation and condition of the students, type of schools, possible supplementary curriculum applied at schools, and others. The data of the present research confirm Haynes's (2010, p. 29) statement that context really matters in the process of designing a lesson. In this case, the vision and mission, the excellence, and the type of schools were the context that caused differences in finalizing the lesson plans.

Teaching materials are of important matters to consider in preparing the teaching of writing. The teachers realized the importance of teaching materials for the students and thus employed various activities to develop materials as well as meet the teaching objective. The following table showed that various activities were done in developing teaching materials.

Table 1:  
The Development of Teaching Materials

| Type of Materials   |   | Steps in Developing Teaching Materials   |
|---|---|--|
| Teacher-made  | Non teacher-made  |  |
| <ul style="list-style-type: none"> <li>• Handout</li> <li>• Modified materials from internet</li> <li>• Materials browsed by the students</li> <li>• Contextualized stories (adapted stories)</li> <li>• Real life tasks</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Buku Sekolah Elektronik / BSE</i> (the government-endorsed electronic books)</li> <li>• student worksheets issued by MGMP</li> <li>• previous year test items</li> <li>• imported textbooks</li> <li>• authentic materials</li> </ul> | <ul style="list-style-type: none"> <li>• Check the lesson plan</li> <li>• Check the Standard of Competence and Basic Competence</li> <li>• Check the Standard of Graduate Competence</li> <li>• Select the materials</li> <li>• Discuss with colleagues</li> </ul> |

In table 1, it is revealed that the teaching materials in general were classified into two: teacher-made and non teacher-made materials. According to the observed teachers, the teacher-made materials like handout or modified materials from internet were used prior to the distribution of student textbooks or worksheets. Such materials helped the students learn writing better because the selected materials were adjusted to the students' need, knowledge, and experience. In line with Titone, Plummer, and Kielar's (2012, p.22) statement that the teacher-made materials ameliorate the students' learning if the content is true to students' live experiences, the content of the teacher-made materials shows respect to the students' native home/culture as well.

Meanwhile, non teacher-made materials such as *Buku Sekolah Elektronik / BSE* (the government-endorsed electronic books), student worksheets issued by MGMP, previous year test items, imported textbooks, and authentic materials such as the wrapper of instant noodle and the wrapper of medicine were used to provide adequate exercises to the students. All the teachers agreed they used non teacher-made materials more often than the teacher-made materials for the practicality and availability reasons.

Another prominent issue in relation to the development of teaching materials to prepare for the NE is the kind of adjustment of teaching materials. This issue becomes important because the modes of tests in the NE and the SE are different. In the table of specification of the 2012 NE, it is stated that the modes of writing test in the NE cover cloze procedure and arranging jumbled sentences to become paragraph. In the perspective of the teachers, such kind of test only measured micro skills of writing, so the materials for teaching writing were not adjusted as much as the ones for writing test in the SE where the students were instructed to produce text. Therefore, the adjustments were conducted more on the materials related for writing test in the SE.

To select suitable materials, the procedures were started from checking the lesson plan they developed previously. Then, they checked the Standard of Content, the Basic Competence, and the teaching objective. Discussions with colleagues were done to make sure that the teachers have selected suitable materials to meet the students' need. In this case, collaboration with other teachers helped them very much.

In the global context, preparing students for high stake testing is a widespread issue. Teachers employ specific teaching strategies to carry out effective teaching. Giouroukakis and Honigsfeld (2010) explore that the teaching strategies commonly employed by English teachers in preparing for high stake test of writing include writing frames, vocabulary building, graphic organizers, and repetition. Meanwhile, Shelton, Fu, and Smith (2004) highlight the effectiveness of using writing workshop to prepare students for entrance test in university. In the Indonesian context, the current research found that the teachers employed some teaching strategies like pair work, group work, individual writing, mentoring, a combination of writing and speaking, outlining, mind mapping, vocabulary check, guided writing, providing linguistic cues of a text, and providing interpersonal support.

In conclusion, the teachers employed various teaching strategies in preparing students for the NE and SE. The intensity in using of each strategy changed as the D-day of examinations was coming closer. The closer the examination days, the teachers more intensively taught and the classroom activities were directed at developing students' skill in doing examination such as through answering multiple choice questions and writing various texts. This finding confirmed the conclusion of the studies by Shohamy et al. (1996) and Read & Hayes (2003) which state that close to the due date of examination, the classroom activities were much heavier than the general classes. The classroom activities were carried out to develop exam skills or strategies (e.g., brainstorming, working in pairs or in groups, jigsaw activities, simulating authentic situations, engaging in debates, discussions, speeches, etc.)

## B. How do the Teachers Implement their Teaching of EFL Writing?

A discussion about teaching preparation for writing test in the NE and the SE come up with several important issues such time management, type of writing tasks, and procedures in teaching writing. As the teachers of the twelfth grade, the teachers receive greater pressure because the impact of the NE and the SE was so serious especially its decisive power in determining students' graduation from secondary school. The teachers were, therefore, forced to apply some strategic efforts in implementing the teaching of EFL writing.

Time management was the first issue in teaching EFL writing in relation to preparing students for the NE and SE. Due to the pressure of the NE, in the even semester the teachers focused on teaching the theories of writing at the first half of the semester. The second half was used for doing exercises in writing and short reviews of writing various text types. In this case, the teaching of writing was more directed to preparing students for the SE since the test in the SE asked students to produce text. Meanwhile, to make the students get more practice in doing test in the NE, the teachers held additional classes in the morning. In the morning classes, writing was taught in the form of drilling students with exercises of doing cloze test and arranging jumbled sentences. In other words, the teaching of writing was very much test-directed. This evident confirms, Pizarro (2010), Sukyadi and Mardiani's (2011), and Furaidah (2013) studies which revealed that schools carried out additional classes as the wash back effect of the administration of high-stake test. Accordingly, it also confirmed Bachman & Palmer's (1996, p.33) statement that when high-stake is involved, teaching to the test is unavoidable.

Writing tasks performed in the classroom were various. By following Brown's (2004, p. 220) classification of writing tasks, the findings showed that four type of tasks were performed in the classroom, namely, include imitative, intensive, responsive, and extensive. Imitative type requires the attainment of the fundamental writing such as spelling, punctuation, and basic sentence development. Intensive type of writing task was performed in the form of constructing compound sentence, complex sentences, a compound complex sentences. Responsive type requires students to write at a limited discourse, connecting sentences into paragraph, and creating a logically connected sequence of two or three paragraphs. Extensive writing task implies the success in managing the process and purposes of writing in the form of an essay or even a thesis. The teachers stated that they need to teach various writing tasks because the tests in the NE and the SE appeared in different modes including micro skill and macro skills of writing. The summary of the writing tasks is presented in Table 2.

Table 2:  
Summary of EFL Writing Tasks

| Type of Task         | Micro skill   | Macro Skill  |
|----------------------|---|--|
| Imitative            | <ul style="list-style-type: none"> <li>• Spelling exercises</li> <li>• Punctuation and Mechanics exercises</li> </ul> | -  |
| Intensive/Controlled | <ul style="list-style-type: none"> <li>• Vocabulary Practices</li> <li>• Sentence Construction</li> </ul>             | -  |
| Responsive           | -   | <ul style="list-style-type: none"> <li>• Writing a summary</li> <li>• Writing ending of movie</li> <li>• Writing warning card</li> </ul> |
| Extensive            | -   | <ul style="list-style-type: none"> <li>• Writing essay</li> <li>• Individual writing assignment</li> </ul>                               |

In the classroom practice the teachers conducted a writing workshop within process writing approach. In the pre-writing, the activities included brainstorming, mind mapping, clustering, and topic gathering. Brief explanations about the macro- skills and micro-skills of writing were given in the planning (pre-writing) activities to help students develop their plan. Prior to writing a particular type of text the teacher did vocabulary checking to make sure if the students understood the meaning of the words related to the topics. The teachers also provided linguistic cues of text to ease the students in recognizing the characteristics of a text. Referring to the concept of **second language writing** by Hyland (2003, p. 3), the teachers perceived that **learning to write in foreign language mainly involves linguistic knowledge and the vocabulary choices, syntactic patterns, and cohesive devices that comprise the essential building blocks of texts.**

In the **drafting session**, the data from the observation showed that collaboration was promoted through pair work. In the perspective of the teachers, using pair work is effective to overcome the problems of limited time and large number of students in the classroom. It was evident, however, that pair work promoted peer feedback. Getting feedback from their peer seemed to be more comfortable and less threatening for the students. This fact confirmed the finding of a research by Hussein & Al Ashri (2013) that peer-feedback could lower anxiety, increase motivation, and allow for the growth of writing sub skills because feedback activities take place in a non threatening climate where students were not afraid of taking risks.

To help students organize their ideas, various activities were carried out. Controlled writing, guided writing, writing workshop, teacher-student conference, and student-student conferences were the effective practices conducted by the teachers to boost students' writing skill. Meanwhile, various writing tasks included writing essay, summary writing, creating an ending of movie, and writing a warning card could help the students widen their understanding about various types of writing tested in the SE. To some extent these findings were in line with the studies conducted by Shelton et al. (2004), Higgins, Miller, & Wegmann (2007), Salimi & Fatollahnejad (2012), Hussein & Al Ashri (2013), and Mutwarasibo (2013).

The last step in the process approach was publishing students' writing. The findings of the interview and observation came up with two kinds of publishing methods. The first was written publication done by putting students' writing on the schools' wall magazine. The second was spoken publication. In this case, contextual teaching writing was applied. When the learning material was about short functional text like announcement, the teachers taught how to write the announcement. The students wrote their announcement text and after getting input from the teachers, the students read their announcement by using the school's loud speaker. The positive thing of doing so was that, it increased students' self confidence because their works would be read or heard by other students of different classes and levels.

To optimize students' learning of EFL writing, the observed teachers provided individual home writing assignment. Writing at home was good for the students because they had more time to think as well as having more supportive environment for learning rather than writing in the classroom.

### C. How do the Teachers Assess Students' EFL Writing?

The findings of the data in the present research showed that in general the assessment conducted by the teachers served two purposes, as evaluation of students' achievement and as information about students' strengths and weaknesses in EFL writing.

As evaluation of students' achievement, the assessment was done when the teachers checked the students' final product. The score obtained was by reflecting on student's achievement in writing. The result was contributive for the students' learning because they could see their achievement. The scores were collected and later computed by using certain formula to get the final score to be put in the students' report books. Meanwhile, assessment used for gathering information about the students' strength, weaknesses, and problems in writing was done by using special codes on the students' writing. It was conducted at the same time with the process of teaching EFL writing. The teachers put circles or crosses on the parts of the texts which were incorrect.

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Students understood such codes because they were accustomed to being corrected that way.

The findings from interview and documentation revealed that in general, three kinds of assessment techniques were employed, namely indirect, direct, and portfolio assessment. Indirect assessment was used when the teachers assessed the micro skills of writing like grammar, word-choice, etc. Direct assessment was used when the teacher assessed the macro skills of the writing. Portfolio assessment was used when the teacher assessed all of the students' document as well as kept students' score. In line with Hyland's (2027, p.214) opinion where the teachers use assessment to motivate students to work harder or feel positive about their achievements, the use of different kinds of assessment provide comprehensive feedback to the students and thus, make them realize that they were potential to be good writers.

Assessing is closely related to scoring. Based on the teachers' document, in general, the teachers used two kinds of scoring techniques, namely, holistic and analytic scoring techniques. Holistic scoring was employed when the teachers assess the students' individual writing because they dealt with large number of writing products within limited time. In addition, the scores did not very much affect students' English achievement. Students' scores in English subject were an accumulation of several scores in listening, speaking, reading, and writing. Meanwhile, analytic scoring was employed to maintain consistency of scores. Since writing assessment is something subjective, the scores achieved are expected to be consistent when a writing product is assessed by different raters or in different time. Analytic scoring technique leads on the high consistency of the score even when it is applied by novice raters (Hunter et al., 1996; Barkaoui, 2008, p.ii). The result of documentation showed that the teachers adopted a scoring rubric provided by the Association of Subject Matter Teachers (*Musyawarah Guru Mata Pelajaran /MGMP*) as it offered practical strategy in assessing students' writing.

## CONCLUSION

The teachers were more enthusiastic in preparing for the SE because they were involved in the design and administration of the test. The materials for the SE were developed by the teachers by referring to the document of curriculum. The serious consequence of the NE and the SE causes the teachers to carry out additional classes in the morning where the activities are mostly in the form of doing exam-like exercises. In this case, wash back of high-stake test truly occurs. The current research also notes the importance of collaboration. The teachers collaborate in developing the drafts of lesson plans and the students collaborate in drafting their writing. Through collaboration

there is a shared knowledge and peer feedback so that the administration of writing tests in the NE and the SE is not a threat for the teachers and the students. Nevertheless, assessment is essential to serve the purpose of evaluating students' strengths and weaknesses as well students' achievement. In the context of preparing students for the NE and the SE, assessment plays significant role in giving information about students' ability in writing. As a result, the teachers can provide suitable treatments to the students to make them ready for the NE and the SE. All in all, it can also be said that a test which requires full involvement of the teachers in the preparation until scoring process like the one in the SE raise more enthusiasm among the teachers in their classroom practices. In other words, the impact of SE on the teachers' classroom practices is more positive. Based on that fact, it is recommended that the government make sustainable program to increase the capability of the teachers in administering teacher-made tests as well as to control the quality of the test.

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## APPENDICES:

### Part 1:

#### Interview Guide for the Teachers

Name : \_\_\_\_\_  
School : \_\_\_\_\_  
Date : \_\_\_\_\_

| No | Questions  |
|----|--|
| 1  | Have your school implemented the policy of administering writing test in the School Examination? |

|    |   |
|----|---|
| 2  | How do the school/ the teachers implement the writing test in the School Examination?   |
| 3  | Do you think that the policy of administering writing test in the NE and SE affects the practices in teaching writing?                                |
| 4  | Do you prepare the students for the writing test in the NE and SE?  |
| 5  | How do you prepare your teaching of EFL writing?  |
| 6  | Do you make use of the products from MGMP such syllabus or lesson plan?   |
| 7  | How do you select and develop the teaching materials for EFL writing?   |
| 8  | In the teaching practice, how do you manage the time since teaching EFL writing requires a length of time and all the language skills must be taught? |
| 9  | What are the procedures of teaching EFL writing that you do in your class?  |
| 10 | When do you conduct writing assessment?   |
| 11 | How do you conduct writing assessment?  |
| 12 | Do you think that the assessment is effective? How?   |
| 13 | What do you think of the policy of administering writing test in the NE and SE?   |

**Part 2: Observation Guide**

Name : .....  
 School : .....  
 Date : .....  
 Start : .....  
 Finish : .....

| No | Aspect            | Indicator                                    | Description   | Yes/No | Note |
|----|-------------------|--|---|--------|------|
| 1  | Opening the Class | Motivation                                   | Prepare students' mental for the class through interesting activities |        |      |
|    |                   | Apperception (activating students' schemata) | Relate new topic/ material with students' background knowledge        |        |      |
| 2  | Main Activities   | Teaching method/techniques                   | Method employed stimulates students to be active learners             |        |      |
|    |                   |  | Method employed stimulates cooperative learning                       |        |      |
|    |                   |  | Method employed stimulates fun learning                               |        |      |
|    |                   | Appropriateness of the material              | The material presented support the attainment of basic competence     |        |      |

|   |                           |                           |  |  |
|---|---------------------------|---------------------------|--|--|
|   |                           |                           |  | The material is appropriate theoretically  |
|   | Teaching competence       |                           |  | Demonstrate competence to be mastered by the students                                  |
|   |                           |                           |  | Provide clear feedback toward students' performance                                    |
|   |                           |                           |  | Respond students' questions, opinion, or comment sufficiently                          |
|   | The Use of Teaching Media |                           |  | Using appropriate teaching media   |
|   |                           |                           |  | The media is used effectively  |
|   |                           |                           |  | Involving students in using the media  |
| 3 | Closing the class         | Reflection and assessment |  | Encourage students to express their feeling  |
|   |                           |                           |  | Help students make conclusion of the material  |
|   |                           |                           |  | Assessing students by using instruments that are appropriate with the basic competence |

**Part 3:**  
**Document Analysis Guide**

Name : .....

School : .....

Date : .....

| No | Aspect  | Indicator            | Description   | Yes/No | Note |
|----|---|----------------------|---|--------|------|
| 1  | Identity and competence (syllabi and lesson plan) | Completeness         | Name of the subject, grade, class, semester, time allotment, and date |        |      |
|    |   | Competence           | Standard of competence, basic competence, indicator                   |        |      |
|    |   | Objective            | Teaching objective is clearly stated                                  |        |      |
| 2  | Learning Material                                 | Material development | Coverage of material is in accordance to the basic                    |        |      |

|   |                   |                             |   |
|---|-------------------|-----------------------------|---|
|   |                   |                             | competence  |
|   |                   |                             | The teaching material is correct and suitable   |
|   |                   |                             | The material is systematically arranged   |
|   |                   |                             | The material is contextual  |
| 3 | Teaching media    | Media development           | Media is designed according to teaching objective   |
|   |                   |                             | The media can be used to improve students' understanding.   |
| 4 | Teaching scenario | Pre activity                | Apperception is clearly stated  |
|   |                   |                             | Technique to motivate is clearly stated   |
|   |                   | Main activity               | Main activities are stated clearly and systematically according to the sequence of achieving basic competence |
|   |                   |                             | Time allotment of each learning sequence is written   |
|   |                   |                             | Each learning sequence provide opportunity student-student interaction and student-teacher interaction        |
|   |                   | Post activity               | The post activity leads students to make reflection   |
|   |                   |                             | Enrichment or remedial program is stated  |
| 5 | Evaluation        | Suitability with competence | Instrument for evaluation is in accordance to the basic competence  |
|   |                   |                             | Instrument covers all materials   |
|   |                   |                             | Answer key and scoring guide are clearly written  |



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