WASHBACK OF MALAYSIA SCHOOL-BASED ASSESSMENT (SBA) ON FORM 4 STUDENTS' ENGLISH LANGUAGE LEARNING

By

NUR FARISYA AMYLIA BINTI MOHD SALLEH

Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in Fulfilment of the Requirements for the Degree of Masters of Arts

December 2022

FBMK 2022 51

WASHBACK OF MALAYSIA SCHOOL-BASED ASSESSMENT (SBA) ON FORM 4 STUDENTS' ENGLISH LANGUAGE LEARNING

By

NUR FARISYA AMYLIA BINTI MOHD SALLEH

December 2022

Chair   **: Prof. Madya Vahid Nimehchisalem Hossein, PhD**
Faculty   **: Modern Languages and Communication**

Washback refers to the impact of a test on its stakeholders. The test scores from the School-Based Assessment (SBA) have washback on how learners learn. School-Based Assessment is perceived as a holistic assessment to measure students' cognitive, affective and psychomotor levels in a specific field of knowledge. The washback of School-Based Assessment has been studied among lower secondary students in Malaysia. However, previous studies have failed to examine the upper secondary school students in Malaysia. This study looks into the perception and attitudes of the upper secondary school students on the Malaysia School-Based Assessment (SBA) and aimed to investigate the washback of Malaysian Upper Secondary School-Based Assessment at a school in Selangor, Malaysia. This research could be considered a case study and focused primarily on the aspect of participants (students' attitudes and perception towards the assessment) and products (the knowledge that had been learned that could contribute to the quality of learning). A group of Form 4 Malaysian English language learners (n = 142) were selected purposively. Generally, this study adapted mixed method, particularly sequential explanatory study design, where the qualitative data findings would be a mechanism to justify the statistical results. The data were collected via questionnaire, class observations and interviews. The questionnaire which is a five-point Likert scale, was adapted from Ying (2010). The questionnaire was then further analysed using descriptive statistics via Statistical Package for the Social Science (SPSS) 26, where further analysis of the Mean, Mode, Median and Standard Deviation of the items was made. The mean of the data was then classified and interpreted using Pimentel's (2019) framework. The class observations and narrative recordings were then analysed using NVivo 11, where deductive thematic categorization was used for extracting the emerging themes. Ten students (n=10) were selected for the purpose of the interview session. The findings were then triangulated using Pan's (2008) Holistic Model of Washback. They indicated that students reflected positive attitudes and perceptions towards SBA.

However, some of the activities provided for the implementation of SBA were not supported with sufficient resources. Therefore, 'resources' are the main obstacle that the students are facing in order to undergo SBA in their English language learning. Also, peer feedback and constructive feedback from teachers constantly help learners in developing their skills in the English Language. The activities that SBA cater in class develops the students' interest and motivation to learn the language.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Master Sastera.

"WASHBACK" PADA UJIAN PENTAKSIRAN BERASASKAN SEKOLAH (PBS) TERHADAP PEMBELAJARAN BAHASA INGGERIS DALAM KALANGAN PELAJAR TINGKATAN EMPAT DI MALAYSIA

Oleh

NUR FARISYA AMYLIA BINTI MOHD SALLEH

Disember 2022

Pengerusi   : Prof. Madya Vahid Nimehchisalem Hossein, PhD
Fakulti   : Bahasa Moden dan Komunikasi

'Washback' merujuk kesan ujian terhadap pihak berkepentingan. Markah ujian daripada Pentaksiran Berasaskan Sekolah (PBS) telah mengesan cara pelajar belajar. Pentaksiran Berasaskan Sekolah (PBS) dianggap sebagai satu pentaksiran holistik untuk mengukur tahap kognitif, afektif dan psikomotor pelajar dalam bidang pengetahuan tertentu. 'Washback' dalam Pentaksiran Berasaskan Sekolah (PBS) telah dikaji dalam kalangan pelajar sekolah menengah rendah di Malaysia. Namun, kajian lepas yang dijalankan gagal untuk meneliti pelajar sekolah menengah atas di Malaysia. Kajian ini melihat kepada persepsi dan sikap pelajar sekolah menengah atas terhadap Pentaksiran Berasaskan Sekolah (PBS) dan bertujuan untuk mengkaji perubahan semula Pentaksiran Berasaskan Sekolah (PBS) bagi pelajar sekolah menengah atas di sebuah sekolah di Selangor, Malaysia. Penyelidikan ini boleh dianggap sebagai kajian kes dan hanya tertumpu kepada aspek peserta (sikap dan persepsi pelajar terhadap penilaian) dan produk (pengetahuan yang telah dipelajari yang mampu menyumbang kepada kualiti pembelajaran). Sekumpulan pelajar bagi subjek Bahasa Inggeris Tingkatan 4 (n = 142) telah dipilih secara bertujuan (persampelan bertujuan). Secara amnya, kajian ini mengadaptasikan kaedah campuran, terutamanya reka bentuk penerokaan berurutan dan hasil dapatan data kualitatif akan menjadi mekanisme untuk menjustifikasikan keputusan statistik. Data kajian ini telah dikumpulkan melalui soal selidik, pemerhatian bilik darjah, dan temu bual. Soal selidik dalam kajian ini menggunakan Skala Likert Lima Mata yang telah diadaptasikan daripada Ying (2010). Soal selidik tersebut kemudiannya dianalisis dengan menggunakan statistik deskriptif melalui Statistical Package for the Social Science (SPSS) 26, iaitu analisis lanjut tentang Min, Mod dan Median bagi item-item yang telah dibuat. Purata data tersebut kemudiannya dikelaskan dan ditafsir menggunakan kerangka kerja Pimentel (2019). Pemerhatian bilik darjah dan rakaman naratif pula kemudiannya dianalisis menggunakan NVivo 11, iaitu pengkategorian melalui analisis tematik

deduktif digunakan untuk membentuk tema. Sepuluh orang pelajar (n=10) telah dipilih untuk tujuan sesi temu bual. Hasil temu bual kemudiannya ditriangulasi menggunakan Model Holistik Washback Pan (2008). Hasil kajian menunjukkan bahawa sikap dan persepsi pelajar adalah positif terhadap PBS. Walau bagaimanapun, beberapa aktiviti yang disediakan untuk pelaksanaan PBS tidak disokong dengan sumber yang mencukupi. Justeru, 'sumber' merupakan halangan utama yang dihadapi oleh pelajar untuk menjalani PBS di sekolah. Selain itu, maklum balas rakan sebaya dan guru sentiasa membantu pelajar dalam mengembangkan kemahiran mereka dalam Bahasa Inggeris. Aktiviti-aktiviti PBS yang dijalankan di dalam kelas telah mengembangkan minat dan motivasi pelajar untuk mempelajari bahasa tersebut.

ACKNOWLEDGEMENTS

This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Masters of Arts. The members of the Supervisory Committee were as follows:

Vahid Nimehchisalem Hossein, PhD
Associate Professor
Faculty of Modern Languages and Communication
Universiti Putra Malaysia
(Chairman)

Ilyana Jalaluddin, PhD
Professor
Faculty of Modern Languages and Communication
Universiti Putra Malaysia
(Member)

ZALILAH BINTI MOHD SHARIFF, PhD
Professor and Dean
School of Graduate Studies
Universiti Putra Malaysia

Date: 14 December 2023

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

xiii

LIST OF APPENDICES

CHAPTER 1

INTRODUCTION

This study is basically divided into five chapters. The first chapter addresses the background, research context, statement of the problem significance of the study, objectives of the study, research questions, definition of terms and relevance of this study.

1.1   Background of the Study

Assessment is a term that had always been associated with learning. This term is sometimes misunderstood in the current educational practice. Assessments and tests results are often used as a 'yardstick' that 'measures' the accountability of the education system (Ying, 2010). According to H. Douglas Brown and P. Abeywickrama (2010), in the educational practice, assessment is an ongoing process that incorporates a wide range of methodological techniques. Whenever a student attempts to deliver a comment or respond to the related topic of discussion, a teacher would subconsciously make an evaluation of the student's performance (H. Douglas Brown, 2010)

The influence of testing the process of teaching and learning has been recognised in language education (Ying, 2010). Historically, language testing practices have experienced a paradigm shift. For instance, in the 1940's and 1950's, language tests focused on specific linguistic elements such as phonological, grammatical, and lexical aspects of language. However, there was a revolution of test and assessment in the 1970's and 1980's as the communicative theory emerged. This theory brought upon the idea on a more integrative view on each component of the language assessments. Nowadays, test designers are in a constant challenge to create an advanced and valid instrument to stimulate a real-world interaction (H. Douglas Brown, 2010)

The terms assessment and test are constantly used interchangeably. Nevertheless, in the area of language assessment and educational linguistics, assessment is defined as "appraising or estimating the level or magnitude of some attribute of a person" (Mousavi, 2009). On the other hand, a test is defined as a method of measuring a person's ability, knowledge or performance in a given domain (Douglas & Priyanyada, 2010). Through assessment, policy makers could discover the instructional activities which would result of intended learning. Therefore, assessment is seen to be a bridge that link between teaching and learning (Dylan, 2013).

With the recent emerging theories, assessment could be divided into two main functions which are formative assessment and summative assessment. Formative assessment could be defined as evaluating students in the process of "forming" their competencies and skills with the goal of assisting them to continue that process of growth. H. Douglas Brown and P. Abeywickrama (2010) have further explained formative assessment as follow:

> *"They key to such formative is the delivery (by the teacher) and (internalization (by the student) of appropriate feedback on performance, with an eye towards the future continuation (formation) of learning."*
> H. Douglas Brown (2010) p. 32

Summative assessment on the other hand, aims to measure or summarize what the student has grasped and this is commonly conducted at the end of a course or unit of instruction (Green, 2013). This is to be considered as a summation of how well the student has accomplished the listed objectives, but it does not necessarily point the way to future progress.

The influence of testing on the process of teaching and learning has been recognised in both fields of general education and language education (Ying, 2010). This phenomenon is also to be known as "washback" or "backwash". Due to the value placed on testing, some scholars believe that testing provides incentives to students and their teachers to improve test performance (Ying, 2010). The publicity of these test results to the society has driven schools to provide any necessary support to improve their test performance. These strategies are believed to assist to raise the levels of achievements. Nevertheless, there had been a constant debate that testing would only motivate teachers and students to work towards performance goals rather than learning goals (Kellaghan *et al.*, 1996; Wynne H., 2003).

As compared to various aspects of teaching, test influence on learning is much less researched. Very few studies have attempted to investigate on the prospect of its learners (Tsang, 2021). Out of 15 washback hypotheses postulated by Alderson and Wall (1993) five were focused on learners, five focused on teaching and the remaining five focuses on both teachers and learners. The 15 hypotheses that Alderson and Wall (1993) were categorized as follows:

Table 1.1: 15 Hypothesis by Alderson and Wall (1993)

Area of focus	Hypothesis
Learners	1) A test will influence learning
	2) A test will influence what learners learn
	3) A test will influence how learners learn
	4) A test will influence the rate and sequence of learning
	5) A test will influence the degree and depth of learning
Teachers	6) A test will influence teaching
	7) A test will influence what teachers teach
	8) A test will influence how teachers teach
	9) A test will influence the rate and sequence of teaching
	10) A test will influence the degree and depth of teaching
Learners and Teachers	11) A test will influence attitudes to the content and methods of teaching and learning
	12) Tests that have important consequences will have washback
	13) Tests that do not have important consequences will have no washback
	14) Tests will have washback on all learners and teachers
	15) Tests will have washback effects for some learners and some teachers, but not for others

(Wei, 2017)

The empirical research on washback started in the early 1980's (Hughes, 1988; Wesdorp, 1983) and received more attention in the 1990's (Shepard, 1991). Particularly, since Alderson and Wall (1993) introduced the 15-washback hypotheses, researchers have been enthusiastically into the empirical study of washback (Cheng, 1998, 2005; Qi, 2004; Reynolds, Shih & Wu, 2018; Watanabe, 2004; Xie, 2015; Zou & Xu, 2017; Dong, 2020). A review of the preceding researches has revealed that the initial washback studies primarily focused on teachers and teaching (Alderson & Wall, 1993; Qi, 2005; Shohamy, Donitsa-Schmidt & Ferman, 1996; Watanabe, 2004, Yu, 2010; Dong, 2020). An extensive scope of washback studies that are in relation to teachers and teaching would be in the area of syllabus, materials and test preparation, clarity of instructions, quality of feedbacks, teacher's readiness, attitudes or perceptions towards the assessment (Faizah, 2011; Ahmad & Rao, 2012; Salehi, Md Yunus, 2012; Baidzawi & Abu, 2013; Barnes, 2017).

Despite students being the ultimate stakeholders for the assessment, few studies have investigated them as the subjects of research in the field of assessment. Traditionally, it was revealed that students have been investigated less frequently than other stakeholders in the area of assessment even though they are the direct stakeholders in form any assessments (Hamp- Lyons, 1997; Cheng, Andrews & Yu, 2011; Xie & Andrews, 2013; Alla et al., 2016; Dong, 2020). However, in recent years, researchers have shown greater interest in learners and learning, and washback studies on learners and learning have proliferated (Gosa, 2004; Damankesh & Babaii, 2015). In general, Hughes (1989) pointed out that washback is divided into two major types which are positive and negative. These positive and negative types of washback would be depending on whether it has beneficial or harmful on educational practice (Hughes, 1989). Based on Pan's (2009) review on the existing research of washback, negative and positive washback could be synthesized in terms of both categories which are the classroom setting and the educational/ political system.

Traditionally in Malaysia, students will undergo 11 years of formal education system (school) and undergo three important examinations which are Ujian Penilaian Sekolah Rendah (UPSR) which will be carried out at the end of standard 6; Pentaksiran Tingkatan 3 (PT3) and a third public examination that will be conducted at the end of Form 5 (year 11), which is the Malaysian Certificate of Education or the SPM (Sijil Pelajaran Malaysia) (Alla et al., 2016). In the last few decades, there has been a surge of interest in the field of the quality of education that Malaysia has to offer (Menon, 2018). Recent events have reported that despite going to school for an average of 12 years, students get only about nine years' worth of meaningful education (Menon, 2018).

Henceforth, throughout the years, there have been reformations in the Malaysian education policy. This could be reflected by the changes in the content, format, and structure of the public examinations and assessment delivery procedures. A study by Huan Chin (2019) reported that the reformation of the Malaysian national assessments was driven by the decline in pupils' performances in international-large scale assessments. The emergence of assessments, such as the school-based assessment, shows a paradigm shift from cognitive learning to the holistic approach to learning. The findings of this research inferred the necessity of refining the monitoring and coaching system to ensure that the student assessment implementation does not diverge from the missions of education policy reform (Huan Chin, 2019). Consequently, the washback study is vital to ensure that the implementation of the system is parallel with the designated education policy.

Several studies had postulated in the area of washback and its relation to teaching and learning. Several scholars defined "washback" or "backwash" in a different manner. Jim and Gene (2018) suggest that washback as the influence that language testing has on curriculum design, teaching practices and learning behaviour. These influences are seen as an impact that could affect the learners,

teachers and stakeholders' choices in the process of language learning (Jim & Gene, 2018; Dong, 2021). For instances, teachers may teach about a test and students might focus on the aspects of language learning that are likely to be assessed in the future (Dong, 2021). Washback effect in language teaching and learning could either be positive or negative to the level that it either supports or hinders the accomplishment of educational goals (Jim & Gene, 2018; Liu 2021).

The nature of washback has been investigated more than a decade. Alderson and Wall (1993) pointed the existence of washback effect in the area of language testing (Brown, 1997). Throughout their research, it was discovered that washback effect has a strong correlation with validity. Alderson and Wall (1993) opined that a test's validity should be measured by an extent to which it has a beneficial influence in teaching (Alderson & Wall, 1993).

A study conducted by Shohamy, Donitsa-Schmidt, and Ferman (1996) showed that the degree of impact in washback is influenced by several features which are:

1. Status of the subject-matter (language)
2. Low vs. High Stakes
3. Nature of the tests (purpose)
4. Format of the test (more anxiety from oral vs. written test; novel vs. familiar format and etc.)
5. Use to which the scores will input
6. Skills being tested (In multiskilled test, test-takers may feel more confident since they could compensate for a lack of proficiency in one skill by high proficiency in the other)

(Shohamy et al., 1996)

Hence, there is no doubt pertaining to the existence of washback. Nevertheless, there has been a constant debate on the effect of washback in language testing and assessment. . This area of study is seen as a complex entity that warrants considerably more research to be conducted in the future (Ha, 2019; Liu, 2021). The effect of washback plays a pivotal role on the participants in the tests or assessments. For instance, a positive washback of the assessment could encourage students to study more or may promote the connections between standards and instruction (Centre for Applied Linguistics, 2017). A negative washback on the other hand could affect the student's motivation and lack of confidence to succeed (Pan & Newfield, 2012; Sadeghi, 2021). According to Cheng and Curtis (2004), washback is bidirectional, either positive or negative, and could be affected by several contextual factors (Wang, 2022). Hence, in order to investigate washback of a specific test or assessment, a good knowledge of the educational context is necessary (Sadeghi, 2021).

A number of researchers emphasized the importance of washback effect to be investigated from time to time. Shohamy, Donitsa-Schmidt, & Ferman (1996) have discovered that washback varies over time, owing to many factors such as the status of the language and the uses of the test. In Malaysia, Alla et al.(2016 & 2021) conducted studies on the washback effect of the school-based assessments among the lower secondary school students. They revealed that students were unclear of the requirements and the potential benefits of the newly introduced school-based assessment upon a year of its implementation. Therefore, it is crucial for washback studies to be done time to time as washback is complex mechanism that could reflect the impact of any assessments or tests on teaching and learning (Ha, 2019, Liu, 2021).

Hence, in order to get an idea of the current status quo of washback SBA in Malaysia, this study would work as an instrument that could reflect on the current practice in Malaysia. Also, in order to support the quantitative findings of the respective data, a qualitative approach was use in order to further justify those findings. By the findings of both quantitative and qualitative data, the direction and extent of washback could be explained by the end of this study.

1.1.1   Assessment in Malaysia

Recently in Malaysia, there has been a constant stir in the area of assessment. The term school-based assessment is a new field that had been derived by the Ministry of Education Malaysia in 2012 (Majid, 2011; Hin, 2020). Malaysian education system has brought a downfall to the country as the country fail to produce students who are able to compete in international level (Hin, 2020). According to international assessment systems, such as The Programme for International Student Assessment (PISA), Malaysia has been in one third of the bottom group (PISA, 2018). There's a number of researches being centralised on teachers' perception pertaining to the washback effect of school-based assessment in Malaysia (Ghazali, 2016; Majid, 2011). However, very few studies have examined the students' perception and readiness towards the assessment (Alla et al., 2016). This is a case study that evaluates the washback effect of school-based assessments among upper secondary school students in terms of their perception towards the assessment.

1.2   Statement of the Problem

According to some of the studies compiled by H. Douglas Brown and P. Abeywickrama (2010), washback is one of the five (5) cardinal criteria for language tests. The remaining four (4) would be practicality, reliability, validity and authenticity. Washback is a process that is one of the pivotal elements in the principles of language assessment as it would reflect classroom-based issues and to the extent of the students' future language development by Douglas and Priyanyada (2010). As Hughes (2003) defined washback, it is the

effect of testing on teaching and learning. The effect of this washback could either be positive (positive washback) or negative (negative washback). Washback would always be linked with the validity and reliability of the test.

Numerous articles examine the impact of tests on teaching and learning. Nevertheless, most studies primarily examine washback's effects on teaching and learning from a quantitative perspective. In contrast, the qualitative dimensions of washback in teaching and learning are still relatively constrained (Dong, 2020). Several researchers investigate the quantifiable connections between variables primarily using Structural Equation Model (SEM) (Xie & Andrews, 2014; Dong, 2020). However, gaining a more profound insight into the mechanism of washback necessitates more than just a quantitative study. To conduct this research, it would be necessary to use a combination of different data collection methods, such as questionnaires, interviews, and classroom observations (Alla et al., 2016).

Studies have also reported that stakeholders' behaviors affect their products and outcomes (Xie & Andrews, 2014). Nevertheless, the results do not reflect the mechanism of washback holistically due to separate studies conducted by most researchers. According to Dong (2020), up till now, there have been few empirical studies conducted to examine the triangulation relationship among stakeholders' perceptions, learning behaviors, and learning outcomes within a model.

Previous studies conducted in Malaysia have failed to orchestrate a methodological triangulation (questionnaires, interviews and classroom observations). Most of the data were collected merely using questionnaires (Alla et al., 2016; (Masek Alias & Ngah Nasaruddin Nur Ain, 2016;). There are also even local studies that focuses only on qualitative data, that is by case study in order to explain about the extent of washback (Hassan, 2021; Bokiev, 2021). Qualitative methods, such as classroom observation, which could provide rich and in-depth data about washback effect as advocated by Alderson and Wall (1993), have been absent in these researches. Hence, this study would adopt mixed method, specifically sequential explanatory in order to gain an overview of the direction and extent of washback od SBA in Malaysia.

Although some researches had been carried out on the effectiveness of school-based assessment, research of the kind of the present study is relevant and necessary. With reference to the study conducted by Majid (2011), the effectiveness of school-based assessment depends on a variety of sources such as those concerning the teachers and learners. With the constant changes that occur, it is imperative to proclaim that school-based assessment to be evaluated from time to time (Majid, 2011). Hence, in order to reflect the efficiency and progress of the school-based assessment in Malaysia, this thesis examines the washback effect based on the students' perception and policymakers'

understandings towards the provided school-based assessment. The thesis then investigates and classifies the washback effect of SBA.

With reference to a study conducted by Yin (2011), it was concluded that students' perception on the nature of assessment feedback and how they respond to it remain under-researched. This is because students were not clear on what kind of feedback they should be receiving from their teacher in order to create a student-centeredness in school-based assessment (Yin, 2011; Kuang, 2020). Overall, these studies have highlighted the need for this study to be conducted.

1.3   Objectives

This study seeks to provide information about the washback effect of school-based assessment among upper secondary school students (Form 4) in Malaysia. This study specifically looks into students' perception of the current school-based assessment of English language in Malaysia. This is in fact one of the ways to judge the impact of an assessment according to Shohamy (1996), the level of washback that will be involved in this research would be macro level and micro level. This result would then be further described and categorized according to the negative or positive washback effect. This research would be based on Alderson's & Wall's (1993) theory of Washback Hypothesis. Nonetheless, the study also aims to achieve the following objectives:

1)   To investigate the students' perceptions towards *Pentaksiran Berasaskan Sekolah* (PBS).
2)   To identify the students' English activities outside and inside the classroom based on the implementation of PBS in form 4.
3)   To investigate the challenge(s) that the students are facing in order to implement PBS in their school.

1.4   Research Questions

In order to achieve the objectives of the study, the study shall answer the following questions:

1)   What is the students' perception on the Pentaksiran Berasaskan Sekolah (PBS) in English language?
2)   What are the student-centred English learning activities practiced inside the classroom during the current implementation of SBA in Malaysian secondary schools in form 4?
3)   What are the students' English activities outside the classroom during the current implementation of SBA in form 4?

8

4) What are the challenges that students faced when undergoing PBS in school?

1.5   Scope and Relevance

Whilst there are studies documented on the direction and intensity of washback on the perspective of teachers and parents, the perspective of students was poorly investigated over the years. As there is a study conducted in Malaysia that focuses on lower secondary learners (Alla, Sallehhudin & Norhaslinda, 2016), less study discussed on the upper secondary learners, that is the form 4 students.

There are a few ways to narrow on the aspect of washback effect. However, this study would focus on the direction and intensity of washback in terms of students' perspective, that is by looking at their perception and attitudes towards the assessment. As the research may discussed on how SBA influenced the students' perception and attitude to learn, students' performance in SBA was not examined. The scope of this study does not cover on detailed investigation on other specific aspects of washback such as the washback of course contents and teaching materials (Kuang, 2020). Hence, further studies might be needed to investigate on this washback and how these aspects could contribute to the direction and intensity of washback.

For this research, there were some interesting findings involved, such as their positive attitudes and perceptions were contributed by constructive feedback and student-centred learning activities and 'resources' that could be the main challenge that the students have in order to undergo SBA effectively. All these findings would not only can enrich the theories of learning-strategies and washback, but it also provides some sort of feedback for other stakeholders, such as teachers and policymakers on assessment reformations and its impact on teaching and learning (Jr. et al., 2021).

1.6   Operational Definition

Washback

The term 'washback' is frequently associated with the validity of a test (Alderson & Wall, 1993). According to the current literature, there is no consensus among scholars on how this term should be defined (Douglas and Priyanyada, 2010). With reference to Shohamy (1996), in general, this study will define the term 'washback' as the influence of testing in teaching and learning. This study would also operationalise the term 'washback' as the perception of the test quality and its importance (Shohamy, 1996). In this case, this will be centralised upon the

upper secondary school students' perception towards the English School-Based Assessment (SBA) in Malaysia.

In this study, the term 'washback effect' will be defined as the effects of language tests on micro-levels of language teaching and learning, that is the inside the classroom itself (Ying, 2010; McNamara, 2000). In relation to this term, this study operationalised this term as judging the impact of the assessment on this curriculum (Shohamy, 1996). With reference to the research that had been done by Shohamy (1996), there are ways to judge the impact of a test or a curriculum and these includes the following:

a) Classroom activities and time allotment
b) The extent to which the test has generated new teaching materials
c) The degree to which students and parents are aware of the existence and content of the test
d) Perceived effects of test results
e) The extent to which the test has changed the prestige and position of the areas tested
f) Perception of test quality and importance
g) Impact of test on promoting leaming
h) How the various language inspectors view the role, status, and impact of the test

(Shohamy, 1996)

Washback effect is also subjected to the negative washback (negative impact) or positive washback (positive impact) of the Malaysia School-Based Assessment to the stakeholders.

Malaysia School-Based Assessment

This term is referring to the Malaysia Education Blueprint 2013-2025 on holistic assessment of School-Based Assessment (Pentaksiran Berasaskan Sekolah) for secondary schools in Malaysia (Malaysia Education Blueprint 2013-2025, 2012). With reference to this Blueprint, this assessment system was introduced in order to replace the present centralized examination and to promote a combination of SBA and centralized examination. For this study, the washback effect of the school-based assessment that will only be investigated on would be on the school assessment of the academic section. This study will neither set a focus on the centralized assessment of academic section, nor the physical activity and psychometric assessment of the non-academic section.

Upper Secondary School Students' English Language Learning

This study is a case study. Nonetheless, this term is with reference to Form 4 students of a residential school in Selangor. There was a total of 200 students participating in this research (*n*=200). This study sets an attention on the aspect of Form 4's School-Based Assessment (SBA)in English language of this particular school. It comprises of all four (4) components of listening, speaking, reading and writing in the English language.

Therefore, based on the emerging themes on washback, it is necessary for this study to be conducted in order to contribute to the existing body of literature.

REFERENCES

Abdullah, A. (2021, April 29). UPSR Dalam Kenangan 1988-2021.

Aftab A., Q. S. (2014). Washback effect of the Pakistani Intermediate English Examination to teachers. *Washback effect of the Pakistani Intermediate English Examination to teachers*, 2141-2626.

Alexander VD, T. H.-E. (2008). *Researching Social Life.* London: Sage.

Alla Khan, N. H. (2021). *Implementing Learning-Oriented Assessment in Malaysia.* New York: Routledge.

Alla, B., Sallehhudin, A. M., & Norhaslinda, Y. T. (2016). Washback Effect of School-based English Language Assessment: A Case-Study on Students' Perceptions . *Pertanika Journals: Social Science & Humanities*, 1069-1086.

Alqahtani, F. (2021). The Impact of Language Testing Washback in Promoting Teaching and Learning Processes: A Theoretical Review . *Canadian Center of Science and Education*, 21-26.

Alyssa Leng, R. R. (2021, April 23). *The Interpreter*. Retrieved from Lowy Institute: https://www.lowyinstitute.org/the-interpreter/malaysias-political-turmoil-has-economic-cost

Annie T. N., M. M. (2022). Teachers' Perceptions on the Implementation of Common European Framework Reference (CEFR) in an ESL Classroom: The Malaysian Context. *Open Journal of Science*, 226-240.

Asma Aftab, S. Q. (2014). Investigating the washback effect of the Pakistani Intermediate English Examination. *International Journal of English and Literature, 5*(7), 149-154.

Bailey, K. (1996). Working for washback: a review of the washback concept

in language testing. *Language Testing* 13, 257-79.

Bokiev U., A. S. (2021). Washback of an English Language Assessment System in a Malaysian University Foundation Programme. *The Qualitative Repor, 26*(2), 555-587.

Cheng L., A. S. (2011). Impact and consequences of school-based assessment (SBA): Students' and parents' views of SBA in Hong Kong. Language Testing, 28, 221-249. doi:https://doi.org/10.1177/0265532210384253

Cheng L., W. Y. (2015). Review of washback research literature within Kane's argument-based validation framework. *Language Teaching*, 436-470.

Cohen, A. (1984). On taking tests: what the students report. *Language Testing 1,* 70-81

Curtis, L. C. (2004). *Washback or backwash: A review of the impact of testing on teaching and learning.* Routledge.

Damankesh M., B. E. (2015). The washback effect of Iranian high school final examinations on students' test-taking and test-preparation strategies. *Studies in Educational Evaluation, 45*, 62-69. doi:https://doi.org/10.1016/j.stueduc.2015.03.009.

Dawadi, S. (2021). Factors Influencing Washback of a High-stakes English-as-a-Foreign-Language Test. *TESL-EJ*. Retrieved from https://www.tesl-ej.org/wordpress/issues/volume25/ej99/ej99a1/

Dina Tsagari, L. C. (2017). Washback, Impact, and Consequences Revisited. *Encyclopedia of Language and Education*.

Dong, M. (2020). Structural relationship between learners' perceptions of a test, learning practices, and learning outcomes: A study on the washback mechanism of a high-stakes test. *Studies in Educational Evaluation, 64*. Retrieved from https://www.sciencedirect.com/science/article/pii/S0191491X18303584

Dong Manxia, F. J. (2021). Differential washback effects of a high-stakes test on students' English learning process: evidence from a large-scale stratified survey in China. *Asia Pacific Journal of Education*, 252-259.

Duy Van Vu, E. P. (2021). Vocabulary in English Language Learning, Teaching, and Testing in Vietnam: A Review. *Education Science*, 1-11.

Eric Z., J. F. (2022). To Trust or Not to Trust? School-Based Assessment in Physics High-Stakes Examinations in Malta. *Malta Review of Educational Research, 16*(1), 45-64.

Ghazali, N. H. (2016). A Reliability and Validity of an Instrument to Evaluate the School-Based Assessment System: A Pilot Study . *International Journal of Evaluation and Research in Education (IJERE)* , 148-157.

Ghazali, N. H. (2016). The implementation of School-Based Assessment System in Malaysia: A study of teacher perceptions. *GEOGRAFIA Online Malaysian Journal of Society and Space, 12*(9), 104 - 117.

H. Douglas Brown, P. A. (2010). *Language Assesssment: Principles and Classroom Practices.* Pearson Education.

Ha, N. T. (2019). A literature review of washback effects of assessment on language learning. *Ho Chi Minh City Open UniversityJournal of Science*, 3-16.

Ha, N. T. (2019). A literature review of washback effects of assessment on language learning. *Ho Chi Minh City Open UniversityJournal of Science*, 3-16.

Hamp-Lyons, L. (1997). Washback, impact and validity: ethical concerns. *Language Testing, 14*(3), 295-303.

Hassan N, A. Z. (2021). WASHBACK ON LEARNING: THE EXPERIENCE OF OUTCOME-BASED ASSESSMENT IN A HIGHER LEARNING INSTITUTION IN MALAYSIA. *PalArch's Journal of Archeology of Egypt/ Eqyptology (PJAEE)*, 3408-3425.

Hin, K. K. (2020). PISA 2018 and Malaysia. *International Journal of Advanced Research in Education and Society, 2*(3), 12-18.

Hock T. T., M. A. (2022). Implementation of Classroom-Based Assessment in Malaysia. *International Journal of Academic Research in Progressive Education and Development, 11*(4), 76-87.

Huan C., L. M. (2019). THE REFORMS OF NATIONAL ASSESSMENTS IN MALAYSIAN EDUCATION SYSTEM. *Journal or Nusantara Studies (Jonus)*, 93-111.

Huan Chin, L. M. (2019). The Reform of National Assessment In Malaysian Education System. *Journal of Nusantara Studies (Jonus)*, 93-111.

Hughes, A. (1989). *Testing for Language Teachers.* Cambridge and New York: Cambridge University Press.

Hughes, R. I. (1993). Theoratical Explanation. Wiley Online Library, 18(1). doi:https://doi.org/10.1111/j.1475-4975.1993.tb00261.x

Hussin, A. A. (2018). Education 4.0 Made Simple: Ideas For Teaching. *International Journal of Education & Literacy Studies (IJELS)*, 92-98.

Ivankova N.V., J. C. (2006). Using Mixed-Methods Sequential Explanatory Design: From Theory to Practice. *Field Methods*, 3-20.

Jim M., G. T. (2018). Washback Effect in Teaching English as an International Language. *TESOL Encyclopedia of English Language Teaching*, 1-12.

Jr. Lorico DS Lapitan, T. C. (2021, April). An effective blended online teaching and learning strategy during the COVID-19 pandemic. *Education for Chemical Engineers, 35*, 116-131.

Karim Sadeghi, A. B. (2021). The washback effect of TOEFL iBT and a local English Proficiency Exam on students' motivation, autonomy and language learning strategies. *Heliyon*, 1-9.

Kellaghan T., M. G. (1996). *The Use of External Examinations to Improve Student Motivation.* Washington DC: Aera.

Khaknazarova, Z. (2019). THE CONCEPT OF WASHBACK AND ITS PECULIARITIES IN LANGUAGE TESTING. *Проблемы педагогики*, 29-30.

Knight, S. (2009). *NLP at Work : The Essence of Excellence.* London: WS Bookwell.

Kuang, Q. (2020, August 7). A Review of the Washback of English Language Tests on Classroom. *English Language Teaching, 13*(9), 10-17.

Kuang, Q. (2020). A Review of the Washback of English Language Tests on Classroom Teaching. *Canadian Center of Science and Education* , 10-17.

Kunan, A. (2018). *Evaluating Language Assessments.* Routledge.

Lalor J.G, D. C. (2013). Using case study within a sequential explanatory design to evaluate the impact of specialist and advanced practice roles on clinical outcomes: the SCAPE study. *BMC Medical Research Methodology*, 1-10.

Liu Xiaohua, Y. J. (2021). Relationships between learning motivations and practices as influenced by a high-stakes language test: The mechanism of washback on learning. *Studies in Educational Evaluation*. doi:https://doi.org/10.1016/j.stueduc.2020.100967

Lyle F Bachman, A. S. (1996). *Language Testing in Practice.* Oxford University Press.

M., M. (2021). *AN ANALYSIS OF WASHBACK EFFECT OF ENGLISH FORMATIVE ASSESSMENT TO THE TEACHER AND STUDENTS AT SMAIT UKHUWAH BANJARMASIN.*

Majid, F. A. (2011). School-Based Assessment in Malaysian Schools: The Concerns of the English Teachers . *US-China Education Review*, 393-402.

Malay Mail. (2021, January 31). Retrieved from Malay Mail Malaysia: https://www.malaymail.com/news/malaysia/2021/01/31/current-assessment-method-of-school-students-should-be-reevaluated-say-educ/1945575

Manxia Dong, J. F. (2021). Differential washback effects of a high-stakes test on students' English learning process: evidence from a large-scale stratified survey in China. *Asia Pacific Journal of Education*.

Messick, S. (1996). *VALIDITY AND WASHBACK VALIDITY AND WASHBACK.* New Jersey: Educational Testing Service Princeton.

MOE, M. o. (2012). *Malaysia Education Blueprint 2013-2025.* Ministry of Education. Retrieved from https://www.moe.gov.my/images/dasar-kpm/PPP/Preliminary-Blueprint-Eng.pdf

Mogapi, M. (2016). Examinations Wash Back Effects: Challenges to theCriterion Referenced Assessment Model. *Journal of Educationand e-Learning Research*, 78-86.

Mohd A. A. M, N. I. (2021). Teachers' Readiness and Practices in School-Based Assessment Implementation: Primary Education in Malaysia. *International Journal of Advance Research in Future Ready Learning and Education*, 1-9.

Najihah Mahmud, N. H. (2021). Washback Impact of the MUET: The Before and After Effect of a High-stake University English Test in Malaysia. *International Journal of Learning, Teaching and Educational Research*, 1-17.

Nodoushan, M. A. (2021). Washback or Backwash? Revisiting the Status Quo of Washback and Test Impact in EFL Contexts. *Studies in English Language and Education*, 869-884.

Othman S. M.E, M. S.-A. (2020). Healthy eating in pregnancy, education for midwives: A pre-post intervention study. *European Journal of Midwifery*, 1-11.

Pan, Y.-C. (2008). A critical review of five language washback studies from 1995 from 1995-2007: Methodological considerations. *Shiken: JALT Testing & Evaluation SIG Newsletter*, 2-16.

Pan Y., N. T. (2014). Teacher and Student Washback on Test Preparation Evidenced from Taiwan's English Certification Exit Requirements. *International Journal of Pedagogies and Learning, 6*(3), 260-275.

Park, S. (2020). *The Washback Effect of the CSAT-English on Students' Learning: Comparison among Different Grade Groups.* (Master's Degree Dissertation).

Pearson, P. D. (1991). *Literacy Assessment in a Diverse Society.* Illinois: University of Illinois at Urbana-Champaign.

Pimentel, J. L. (2019). Some Biases in Likert Scaling Usage and its Correction. *International Journal of Sciences: Basic and Applied Research (IJSBAR), 45*(1), 183-191.

PISA. (2018). *PISA 2018 Results Executive Summaries Volume I, II and III.* Retrieved from Retrieved from https://www.oecd.org/pisa/Combined_Executive_Summaries_PISA_2018.pdf

Rajaendram, R. (2021, April 28). *The Star*. Retrieved from The Star- Nation: https://www.thestar.com.my/news/nation/2021/04/28/education-minister-upsr-exams-to-be-abolished-pt3-is-cancelled-this-year

Reimers F., S. A. (2020). *Supporting the continuation of teaching and learning during the COVID-19 Pandemic Annotated resources for online learning.* OECD.

Sadeghi Karim, B. A. (2021). English Proficiency Exam on students' motivation, autonomy and language learning strategies. *ScienceDirect, 7*(10). doi:https://doi.org/10.1016/j.heliyon.2021.e08135

Salmon, J. (2015). Using observational methods in nursing research. *Nursing Standard, 45*, 36-41.

Saw, O. L. (2010). Assessment Profile of Malaysia: High-Stakes External Examinations Dominate. *Assessment in Education: Principles, Policy & Practice, 1*(17), 91-103. doi:10.1080/09695940903319752

Sinta Widianto. (2021). A WASHBACK EFFECT OF PERFORMACE-BASED ASSESSMENT TO AN ARGUMENTATIVE TEXT IN WRITING CLASS. *The 3rd Bogor English Student and Teacher(BEST) CONFERENCE 2021* (pp. 19-22). Bogor: Universitas Ibn Khaldun.

Subedi, D. (2016). Explanatory Sequential Mixed Method Design as the Third Research Community of Knowledge Claim. *American Journal of Educational Research*, 570-577.

Sultana, N. (2018). Investigating the Relationship between Washback and Curriculum Alignment: A Literature Review. *Canadian Journal for New Scholars in Education*, 151-158.

Tan, E. (2013, January 16). *OECD.* Retrieved from OECD- Education: https://www.oecd.org/education/ceri/07%20Eugenia%20Tan_Singapore.pdf

The Star. (2021, April 29). Retrieved from School-based assessment best approach for students' holistic development, says expert: https://www.thestar.com.my/news/nation/2021/04/29/school-based-assessment-best-approach-for-students039-holistic-development-says-expert

The Straits Times Singapore. (2018, September 13). Retrieved April 2020, from The Straits Times: https://www.straitstimes.com/singapore/education/changes-to-school-assessment-what-you-need-to-know

Thu, D. (2020, July). WASHBACK OF AN ENGLISH ACHIEVEMENT TEST ON TEACHERS' PERCEPTIONS AT A VIETNAMESE UNIVERSITY. *VNU Journal of Foreign Studies, 36*(3).

Tsang, C. L. (2021). Hong Kong secondary students' perspectives on selecting test difficulty level and learner washback: Effects of a graded approach to assessment. *Language Testing*, 1-27.

Umar Muhammad, K. I. (2022). E-Learning: Direct Effect of Student Learning Effectiveness and Engagement through Project-Based Learning, Team Cohesion, and Flipped Learning during the COVID-19 Pandemic. *Sustainability, 14*(3), 1-20.

W. D.Thusarika, F. M. (2019). SCHOOL BASED ASSESSMENT PRACTICES: HOW STUDENTS AND TEACHERS PERCEIVED. *South Eastern University International Arts Research Symposium*, (pp. 457-467). Sri Lanka.

Wang, J. (2022). *A washback investigation of the national matriculation English test in China from the perspective of test-takers' attitudes and behaviors.* Doctoral Dissertation, Macquarie University.

Wall, D. (1999). *The Impact of High-Stakes Examinations on Classroom Teaching: A Case Study Using Insights from Testing and Innovation Theory.* Lancaster: Unpublished PhD thesis, Department of Linguistics and Modern English Language, Lancaster University.

Washback of an English Language Assessment System in a Malaysian University Foundation Programme. (2021). *The Qualitative Report, 26*(2), 555-587.

Wei, W. (2017). *A Critical Review of Washback Studies: Hypothesis and Evidence.* Macau: ResearchGate.

Wu Yuan Guo, Z. Y. (2019). Formative and summative assessment in Hong Kong primary schools: students' attitudes matter. *Assessment in Education: Principles, Policy and Practice*, 675-699.

Wynne H., R. D. (2003). Testing and Motivation for Learning. *ResearchGate*, 167-207.

Xiaohua Liu, J. Y. (2021). Relationships between learning motivations and practices as influenced by a high-stakes language test: The mechanism of washback on learning. *Studies in Educational Evaluation, 68*.

Xie, Q. Andrews S. (2013). Do test design and uses influence test preparation: Testing a model of washback with Structural Equation Modeling. *Language Testing, 30*(1), 49-70.

Xu, J. (2020). The Economic Impact of Malaysia's Institution on the Failure of the Wawasan 2020. *International Conference on Energy Big Data and Low-carbon Development Management (EBDLM 2020).* Sepang: EDP Science.

Yin, A. T. (2011). Exploring Students' Perception of and Reaction to Feedback in School-Based Assessment. *Malaysian Journal of ELT Research* , 104-147.

Ying, Y. (2010). *The Washback Effects of School-Based Assessment on Teaching and Learning - A Case Study.* Hong Kong: Dissertation for Degree of Doctor of Philosophy.

Youell R., Y. C. (2011). *Effective NLP Skills.* London: Kogan Page.