



The Existence of Washback Effect in the Formative Assessment of Reading Comprehension among Students with Different Personalities at SMP IT Daarut Tahfidz Demak

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Abstract

The research aims to analyze the existence of the washback effect in the formative assessment of reading comprehension among students with different personalities at SMP IT Daarut Tahfidz Demak. The research subjects are teachers and eighth-grade students at SMP IT Daarut Tahfidz Demak. The researchers used a mixed-method design. The result showed that formative assessment was the aspect that helped introverted students succeed in the teaching and learning process. Introverts typically prefer solitude, often speaking less and thinking carefully before taking action. They enjoy working alone or with just a few people and usually need to be more socially active. Conversely, the second research question revealed that extroverted students are more adept at communicating in a second language despite potential inaccuracies in their output. These traits significantly impact their language learning processes, suggesting that extroverts tend to be more effective communicators. Third, the outcomes indicated a washback effect in the formative assessment of reading comprehension among introverted students. The positive washback improved three areas: teaching methods, material, and time allotment. Fourth, the results showed a washback effect in the formative assessment of reading comprehension among extroverted students. The positive washback enhanced teaching techniques, instructional materials, and time management. Furthermore, the washback effect helps students increase their reading comprehension scores. An improvement in the post-test scores demonstrated it. Lastly, the result showed no interaction between the washback effect in the formative assessment in reading comprehension among students with introverted and extroverted personalities.

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INTRODUCTION

English is an international language spoken in many circumstances by many people. It holds a prominent position globally as a widely spoken and understood language, communicating between people from different linguistic backgrounds. It facilitates people's understanding of various cultures and their immediate environment. Brown (2001) stated that English is used to communicate in international relationships and is widely used in all branches of knowledge. The growth of science, technology, art, and culture is inextricably linked to the function of this language. Thus, English instruction is becoming increasingly vital as many people need to utilize the language in all spheres of life, including educational institutions. It is used as a teaching and learning medium at every school level in Indonesia. The first stages are preschool, primary, secondary, and tertiary education. Children must learn English at a young age to prepare the next generation of intelligent people to compete in this globalized period where science and technology are developing at an accelerated rate.

By Indonesian policy, the government established regulations as outlined in the Law of National Education System No. 20 of 2003, Article 33, Paragraph 3. This law permits using foreign languages as a medium of instruction in specific educational settings to enhance students' language proficiency. However, students' language competence needs to be improved. Students are also infrequently able to put the language they are learning into practice in their daily lives. Hartati (2013) indicates that the problems appear because of society's low exposure to English. It needs to be developed in the curriculum and institutions that have contributed to raising the standards for education (Akyus, 2013).

The curriculum is the core of education. Curriculum refers to the overall plan and structure of what students are expected to learn in an educational program. It encompasses the content, learning objectives, instructional materials, and methods used to deliver education.

The curriculum is designed to provide a structured and organized framework for teaching and learning, ensuring that students acquire the necessary knowledge and skills. Suparno and Ramadanti (2019) stated that the curriculum places equal emphasis on describing the expected qualifications and measurable learning outcomes. In this instance, the teacher may utilize assessment. Both curriculum and assessment are interconnected, as assessments should align with the curriculum's learning objectives. Effective curriculum design ensures that students are adequately prepared for evaluations, and assessment results inform decisions about curriculum improvement and instructional adjustments. A balanced and well-aligned curriculum and assessment system is essential for promoting meaningful and equitable education. Teachers must use more than just tests designed by the government or other institutions. They must administer tests that aid in student learning.

Assessment is monitoring a student's progress and making changes to help them improve. Brown (2004) stated that assessment gathers information about students' knowledge, skills, and abilities to determine their understanding and progress. For example, whenever a student responds to a new question or word, their teacher unconsciously assesses them. Sometimes, the teacher can observe a student's performance in various activities and assignments to see if the desired improvement has been achieved. Assessment is one of the essential parts of the teaching process in the educational system. It is used to help teachers gain insight into students' understanding to plan and guide teaching and provide helpful feedback to students.

Assessment can measure a student's goals from the teaching-learning process as a tool for planning in the educational system at a particular time. According to Brown (2003), assessment is a broader continuous process. Assessment is a part of the teaching and learning process, which allows the teacher to find out how well students understand the material and to give them feedback.

Process and assessment standards are required for the Merdeka curriculum. The assessment process includes aspects of attitudes, knowledge, and skills. As a result, an evaluation criteria that offers a focal point of attention is needed. Assessment guidelines that have been given careful consideration are as follows: evaluation is focused on measuring the attainment of fundamental competencies in KI-3 and KI-4; evaluation is conducted using reference criteria; the system is designed to be continuous; follow-up is determined by analyzing assessment results; and the system needs to be modified to take into account the students' actual learning experiences (Amelia, 2022). Learning engages the learner in experiences, one of which is incorporated into learning English. Learning focuses on the process rather than just the final product.

There are two main types of assessment in the Merdeka curriculum, each of which occurs at a different point in the learning process. Those are formative and summative assessments. Formative assessment evaluates how well someone is learning content throughout a course. In contrast, summative assessment determines how much someone has learned across a course (final evaluation). A process assessment can be done in the learning process by carrying out a formative assessment. Formative assessment provides an increasingly important role in language assessment. It is the most effective approach to measuring the learning and teaching process, and it helps teachers understand students' progress (Amelia, 2022). Teachers often use it to assess their student's understanding of the topics and ideas. It also helps teachers better understand their students' learning needs, allowing them to develop more effective materials for their students. This is why formative assessment is often referred to as assessment for learning.

Brown (2003) described formative assessment as evaluating, reviewing, and analyzing records of students' daily learning activities. This type of assessment can be conducted frequently and takes on formal and informal forms. It provides the teacher with more

detailed, continuous feedback and a comprehensive understanding of what help students need so that teachers can decide what teaching methods are appropriate for different students' needs. Formative assessment examines how well someone is acquiring material in the course during the teaching and learning process, including English skills.

Four English skills are: listening, speaking, reading, and writing. This research focuses on reading, one of the four basic skills. Reading is the process of understanding and interpreting information obtained from the printed text (Yunus, 2018), which indicates that reading is more than just spelling words; it is also about comprehending and interpreting the text to gain meaning. According to Kristiani (2022), students' reading comprehension might drive them to fully engage in learning, increasing their knowledge and critical thinking. Students can get much information about their studies while reading, expand their prior knowledge, and contribute to their experiences by understanding the text being read.

Moreover, they interpret the words in the text based on what they know about the subject, in other similar texts, and how they feel about the text and its contents. Reading can help them to learn a new language. The process of reading involves understanding written words to communicate. We need some communication skills to accomplish this. It is known as communicative competence. When students read something, they seek information to help them in their conversations. Students can understand what is being said and get the information quickly. It means good reading instruction encourages students to participate actively in class discussions.

The washback effect of testing is that teachers measure learners' success in terms of grades instead of creating effectiveness. The best way to teach students is to make them want to accept criticism. Although the test has a strong washback and is essential to the test taker, it has a weak washback if it is not fundamental. The washback effect significantly impacts textbooks, lesson plans, instructional strategies, and

teachers' attitudes toward their students. It can also affect students' learning objectives, learning content, class performance, and choice of extracurricular reading materials (Ming Li, 2005). Washbacking is one of the steps that should be taken after giving an assessment.

According to Pradana and Ismail (2022), students in a class discussion can be categorized into two personality types based on their reading activities and achievements: extroverts and introverts. Students with low reading test scores are more likely to be extroverted. On the other hand, students who perform well on reading tests tend to be introverted. There are three reasons to be interested in personality, according to Cook (1993): first, to gain scientific understanding; second, to reach individuals; and third, to influence them. Cook's primary motivation is to help others. The two reasons suggest that Cook's personality can be used to understand her behavior and attitude. This can help change her behavior or attitude in real-life situations.

In addition, Hsain & Suliman (2015) examined the connections between the students' personalities and learning a second language. This study summarises the variations between introverted and extroverted students and how language development affects them. Based on the preliminary observation, the researchers discovered that SMP IT Daarut Tahfidz Demak students receive more substantial instruction in reading comprehension through genres. According to Brown (2001), the variety of reading performance in language classes is determined by the variety of overt types of performance rather than the range of texts to which the educator can expose the students. Moreover, Warsono (2018) stated that reading comprehension synchronously produces and interprets meaning from written language. This process is made possible by the text's participation and interactivity. Thus, a text is fundamental, and words must be taken and produced. This has an impact on how effectively readers comprehend the text. Two more critical factors in reading comprehension are the reader and activity, which needs assessment to evaluate. It has the linguistic expertise, general structural knowledge, and

other qualities necessary to build an ideal reading text. Because students must constantly read across genres, teachers are forced to hunt for content sources that might help students enhance their communication skills.

Generally, the assessment should be used to evaluate the student's learning process. This research focuses on the washback effect in the formative evaluation of teaching reading among students with different personalities at SMP IT Daarut Tahfidz Demak. Despite having an introverted or extroverted personality type, some students can succeed in the classroom and the real world.

METHOD

Research Design

Research design serves as a roadmap for conducting research in a systematic sequence. This research employed a mixed-methods approach, specifically an explanatory sequential mixed-methods design. This design involves collecting quantitative data and following up with qualitative data to explain or elaborate on the quantitative outcomes. (Creswell, 2012).

Participant

This research was conducted at SMP IT Daarut Tahfidz Demak. This school located at Karangasem Sayung Demak. It is used to determine how many students are introverted or extroverted in the eighth grade, even for the semester of the 2023-2024 academic year. The researchers took two classes (8B and 8C), and the desired data and results are appropriate.

Instrument

The researchers employed a variety of instruments to gather data, including observation, interviews, questionnaires, documentation, and pre-test and post-test assessments. Student reading comprehension was measured using these tests, which comprised multiple-choice questions related to descriptive texts.

Data Analysis Techniques

In this experimental research, data analysis involved quantitatively examining students' reading comprehension and questionnaire responses. After administering pre-tests and post-tests in both experimental groups, the researchers utilized the Statistical Package for Social Sciences (SPSS) to analyze the compiled data. Then, the researchers also interpreted it to be more easily understood by the reader. Triangulation is the process of corroborating evidence from different individuals (e.g., a principal and a student), types of data (e.g., observational fieldnotes and interviews), or methods of data collection (e.g., documents and interviews) in descriptions and themes in qualitative research (Creswell, 2002).

RESULTS AND DISCUSSIONS

The researchers assigned the pre-test to the first class on Tuesday, May 6th, 2024, and Wednesday, May 7th, 2024. It measures students' reading comprehension skills and consists of 20 multiple-choice questions.

Moreover, the researchers conducted classroom observations to understand how the teacher's formative assessments were implemented during instruction. The observation checklist included five specific criteria. The criteria encompassed several aspects: the characteristics of formative assessment implementation in the Merdeka Curriculum as outlined by the Kemendikbud guidebook (2022), the types of assessments utilized to evaluate students' English learning, the skills assessed through formative assessment, the procedures or steps for formative assessment based on Permendikbud No. 21 and the Kemendikbud guidebook (2022), and the principles of English language assessment (Brown & Abeywickrama, 2018).

The researchers also interviewed the teacher to explore the washback effect of formative assessment on reading comprehension for both introverted and extroverted students. The interview guideline consisted of 14 questions and was adapted from Wiyaka (2020).

At the end of the meeting, the researchers assigned a post-test to measure students' reading comprehension skills. The test consisted of 20 multiple-choice questions. Then, the researchers analyzed the test items using SPSS to check their validity and reliability.

The implementation of formative assessment in reading comprehension among introverted students with different personalities at SMP IT Daarut Tahfidz Demak

The research implementation of formative assessment in reading comprehension among introverted students. At this stage, reading comprehension is evaluated during the learning process among introverted students using the observation checklist blueprint.

The data result showed that the research used the characteristics of implementing formative assessment in the *Merdeka* curriculum. The research uses some type of assessment, including written tests, oral tests, projects, performance, journals, portfolios, and self/peer assessments. Then, the research uses the skills that are assessed in formative assessment. Next, the research uses the formative assessment procedure. Lastly, the principles of the English language, such as reliability, validity, and washback, are evaluated.

After each instance of formative feedback on the implementation, participants received constructive feedback without judgment on their deficiencies or suggestions for improvement. Feedback was provided in a non-judgmental manner within the classroom, with every effort made to support the student's successful understanding. No scoring was employed during the evaluation. Instead, students were given individual feedback in the classroom to help them identify and address their mistakes and shortcomings. After implementing formative assessment in reading comprehension for introverted students, a post-test was administered, and the resulting data was collected for the research.

The first research question concerns implementing formative assessment in reading comprehension among introverted students. The

result showed that a formative assessment was used to determine the characteristics of implementing a formative curriculum in Merdeka. The indicator includes all the aspects, such as formative assessment integrated with ongoing learning activities, learning objectives, and learning process. The use type of assessment includes written test, oral test, project, and performance. The skills are speaking, reading, and listening. The procedure of formative evaluation involves the following: The determination of the learning objective. The selection of assessment models. Making criteria of evaluation.

Preparing students for the assessment process is essential for the success of introverted students in teaching and learning. Hasan and Yulianti's (2018) research supports this by indicating that introverts typically exert less effort, speak less, and prefer to reflect before acting. They also tend to be quiet and enjoy working independently or in small groups. They are generally more passive and less socially active. According to related studies by Zafar and Meenakshi (2016), an introverted personality may be more conducive to classroom learning, particularly in developing reading and writing skills.

The implementation of formative assessment in reading comprehension among extroverted students with different personalities at SMP IT Daarut Tahfidz Demak

The research implementation of formative assessment in reading comprehension among extroverted students. At this stage, reading comprehension is evaluated during the learning process among extroverted students using the observation checklist blueprint.

The data result showed that the research used the characteristics of implementing formative assessment in the Merdeka curriculum. The research uses some type of assessment, including written tests, oral tests, projects, performance, journals, portfolios, and self/peer assessments. Then, the research uses the skills that are assessed in formative assessment. Next, the research uses the formative assessment

procedure. Lastly, the study evaluates the principles of the English language, such as reliability, validity, and washback.

The research used some assessments, including written tests, oral tests, projects, performances, journals, portfolios, and self/peer assessments. After each instance of formative feedback on the implementation, participants received constructive feedback without judgment on their deficiencies or suggestions for improvement. Throughout the feedback process, a non-judgmental approach was maintained in the classroom to support the students' successful understanding. The evaluation was conducted without assigning scores. To help students recognize their mistakes and shortcomings, individual feedback addressed their comprehension issues in the classroom. After administering the formative assessment on reading comprehension for extroverted students, a post-test was conducted, and the resulting data was collected for the research.

The second research question is the implementation of formative assessment in reading comprehension among extroverted students. The indicators encompass various aspects, such as integrating formative assessment with ongoing learning activities, learning objectives, and the learning process. The assessments include written tests, oral tests, projects, and performance evaluations. The skills assessed are speaking, reading, and listening. The procedure for formative evaluation involves: establishing learning objectives, selecting assessment models, and defining asses.

Preparing students for the assessment process is essential for improving their reading comprehension skills. This method is consistent with Hasan and Yulianti (2018), who indicate that extroverted students find it easier to communicate in a second language. However, they might need to work on delivering more precise output. These characteristics influence how they acquire a second language, often leading to tremendous success in communication for extroverts. Zafar and Meenakshi (2016) showed that extroverts take full advantage of language opportunities because of their friendly

disposition, higher tendency to join groups, and eagerness to participate in conversations both within and outside the classroom.

The existence of the washback effect in formative assessment in reading comprehension among introverted students at SMP IT Daarut Tahfidz Demak

The table below answers the third research question. The researchers analyzed reading comprehension scores among introverted students using a paired sample t-test.

Table 1. Paired sample statistics among introverted students

Paired Samples Statistics					
	Mean	N	Std. Deviation	Std. Error Mean	
Pair 1	Pre-test	56.07	28	14.296	2.702
	Post-test	83.21	28	8.842	1.671

Table 1. showed the mean score of the introverted student in the reading comprehension pre-test was 56.07. Moreover, the mean post-test score was 83.21. The difference between the pre-test and post-test scores indicated that students' reading comprehension had improved.

Table 2. Paired samples test among introverted students

Paired Samples Test							
Paired Differences							
	Mean	Std. Deviation	t	Sig. (2-tailed)	Lower Bound	Upper Bound	
Pair 1	Pre-test - Post-test	27.143	13.7733	2.603	.0007	10.428	32.428

Table 2. provides information about the washback effect in the formative assessment of reading comprehension among introverted students. The table showed a significance value of 0.000, with a significance level set at 0.05. This result indicated that the alternative hypothesis was accepted.

Furthermore, the researchers found three areas in teaching and learning affected by the washback effect of assessment based on the data from the interview. The areas were teaching methods, teaching material, and time allotment. The following table answers the third research question based on the interview.

The third research question explores the washback effect of formative assessment on reading comprehension among introverted students at SMP IT Daarut Tahfidz Demak. Washback, also known as backwash, refers to the impact that testing has on both teaching and learning processes. It pertains to the influence a test has on teaching materials and classroom management (Suryanto et al., 2023). The outcomes indicated that the teacher's prepared tests impacted the teaching method and strategy due to a positive washback effect. Thornbury (2006) noted that washback occurs when a test affects classroom teaching, particularly regarding teaching methodology and approach.

Furthermore, Pan (2009) and Suryanto et al. (2023) contended that teachers frequently disregard activities unrelated to exam success, instead concentrating on teaching test-taking strategies rather than engaging in broader language learning activities. According to Barnes (2016), teaching and learning can be significantly impacted by the increased emphasis on test preparation materials. Moreover, the test should align with the curriculum and encompass the topics outlined in the syllabus for each semester. The teacher might use a textbook to assist students in reviewing material and preparing for formative reading assessments. This approach suggests that the teacher should offer a variety of activities to prevent introverted students from becoming bored. The teacher can encourage active participation in formative reading assessments by asking questions. As a result, this

strategy can enhance students' scores in reading comprehension evaluations.

The existence of the washback effect in formative assessment of reading comprehension among extroverted students at SMP IT Daarut Tahfidz Demak

The table below answers the fourth research question. The researchers analyzed reading comprehension scores among extroverted students using a paired sample t-test.

Table 3. Paired sample statistics among extroverted
Paired Samples Test

Paired Differences		95% Confidence Interval of the Difference	Sig.
Mean	Std. Error		
Pa Pre- -	13.015	2.65	.000

From the table 3, the mean pretest score among extroverted students was 50.42, and the mean post-test score was 78.33. The difference between the scores indicated that students' reading comprehension had improved.

Table 4. Paired samples test among extroverted students

Pair 1	Pre- Mean	N	Post- Mean	N	Std. Error	
					Mean Difference	of the Difference
1	50.42	24	78.33	24	15.668	3.198
						2.686

Table 4. shows the washback effect in the formative assessment of reading comprehension among extroverted students. The significance value was 0.000. The level of significance was 0.05. It means an alternative hypothesis was accepted.

The fourth research question investigates how formative assessment influences reading comprehension in extroverted students at SMP IT Daarut Tahfidz Demak. This concept, known as washback, describes the effect that testing has on educational methods and learning outcomes. According to Alderson and Wall (1993), as cited in Sadeghi et al. (2021), testing can impact numerous elements such as (a) instructional methods, (b) learning strategies, (c) curriculum design, (d) teaching techniques, (e) student learning material, (f) learning approaches, (g) the sequence and speed of instruction, (h) the sequence and speed of learning, (i) the breadth and depth of teaching, (j) the breadth and depth

of learning, and (k) perceptions of teaching and learning content and practices. Additionally, (m) tests with significant consequences will produce washback, (n) tests without significant consequences will not create washback, (o) all learners and teachers will experience washback from tests, and (p) washback effects will vary, impacting some teachers and learners but not others.

Based on Hughes (1993) stated that washback is the effect of tests on teaching and learning. There are two types of washback. Those are positive and negative washbacks. Based on the outcomes, the researchers found a positive washback in formative reading comprehension assessment among extroverted students. Positive washback has a positive effect on the students. For example, teachers should arrange their instruction around what students must perform on the examination. Their goal was for their students to succeed on the performance test task. A demonstration of the task required for the performance exam was given in class to familiarise students with how the test should be done. As a result, the course is adapted to the test criteria, streamlining the curriculum. As a result, pupils' scores on the formative reading comprehension evaluation improved.

The interaction between the washback effect in formative assessment and students' reading comprehension achievement among students with different personalities at SMP IT Daarut Tahfidz Demak

The table below answers the fifth research question about the interaction between the washback effect in formative assessment and reading comprehension.

Table 5.

Between-Subjects Factors			
		Value Label	N
Group	1	Introverted	28
	2	Extroverted	24

Table 5, which showed that the students were grouped into two categories depending on their personality: introverted and extroverted. There were 28 students with introverted personalities and 24 with extroverted personalities.

Table 6.

Test of Homogeneity of Variances			
Score			
Levene			
Statistic	df1	df2	Sig.
2.837	1	50	.098

Table 6 provided the homogeneity of variances among introverted and extroverted students. There were two criteria for examining the homogeneity. The criteria are as follows:

- a. If the significance value (p-value) ≥ 0.05 , it means the data is homogeneous.
- b. If the significance value (p-value) ≤ 0.05 , it means the data is not homogeneous.

Based on Table 4.6, the significance value was 0.098, and the significance level was 0.05. The data was homogeneous.

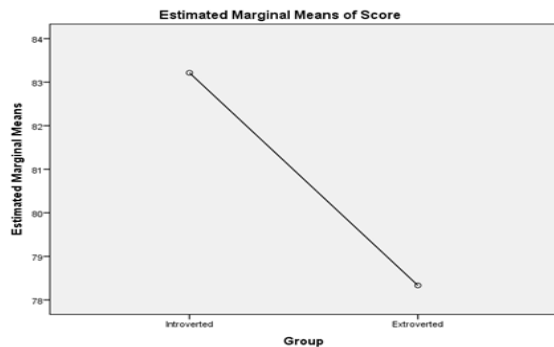


Figure 1. Interaction among variables

Figure 1 shows introverted students' mean scores were higher than extroverted students. Furthermore, the washback effect in formative assessment did not influence the improvement in students' reading scores.

The final research question explores how the washback effect of formative assessment interacts with students' reading comprehension and personality traits. The data analysis using

one-way ANOVA revealed a significance value of 0.118. The significance value exceeded the threshold of 0.05, indicating that the null hypothesis (H_0) was accepted while the alternative hypothesis (H_a) was rejected. It can be concluded that there is no interaction between the variables. Furthermore, the enhancement of students' reading comprehension scores was not affected by the washback effect of formative assessment. In line with the study Hsain & Suliman (2015) examined the connections between the students' personalities and learning a second language. This study summarises the variations between introverted and extroverted students and how language development affects them. This study's extroverts are likelier than introverts to perceive the strategies highly. In the previous studies discussed teaching reading with different personalities. Meanwhile, this study explains the combination of the washback effect of formative assessment in teaching reading comprehension and the students' different personalities. It showed as the novelty of this research.

CONCLUSION

The first research question showed that formative assessment was an aspect of the teaching and learning process that was successful among introverted students. Introverts tend to be introverts who talk less and reflect more before acting, like to be quiet, and like to work independently or with one or two people. They tend to be more passive rather than actively social.

The second research question showed that extroverted students easily communicate in the second language even though they might need to produce more accurate output. These characteristics influence their ways of learning a second language, so extroverts are believed to be more successful in communication.

Third, the outcomes indicated a washback effect in the formative assessment of reading comprehension among introverted students. The positive washback improved three areas: teaching methods, teaching material, and time allotment.

Fourth, the results showed a washback effect in the formative assessment of reading comprehension among extroverted students. The positive washback enhanced teaching techniques, instructional materials, and time management. Furthermore, the washback effect helps students increase their reading comprehension.

Last, the result showed no interaction between the washback effect in the formative assessment in reading comprehension among students with introverted and extroverted personalities. In addition, many introverted students have an obsession with producing accurate grammatical sentences with native-like accents. Although introverts have all these characteristics, extroverts are still more successful, especially in communication.

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