

Research Article

Students' motivation in reading test responses washback effect on learning in higher education

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Abstract.

This article reported the result of investigation washback on students learning and motivation along Reading subject as a test for EFL learners. Two main aspects were studied: students' perception of the exam (attitude, content, methodology, course, and preparation) and student perceived to their motivation. A mixed-methods approach utilized to address the issue. Descriptive and frequency scale used to analyze quantitative data obtained from surveying 120 students. For qualitative, the data analysis elicited from observations of two classes and interviews with 12 students as representatives of four levels. The study found that students expressed positive rather than negative washback to both variables (i.e., learning and motivation) toward the exam. Findings indicated that the subject meets their needs and the test appropriate to measure their achievement goals. However, high-stakes testing still has leftover doubt feeling in preparation. Otherwise, the motivation, which covered content, methodology, and attitude, indicated, there is a positive attitude that affects students' development, and it brings students to get an optimal point on the test.

Keywords: Students learning; motivation; students' perception

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1. Introduction

The prominence of English examination has been tested in schools or higher schools to measure and evaluate students' progress. In addition, most governments are used to rate the quality of the school and upgrade the educational system. Besides the benefits, many perceive the test as evil because it takes feelings of anxiety and self-doubts [1]. In decades, the test also creates debate between researchers and policymakers in deciding the students' graduation standards. The impact of educational systems (micro) commonly linguists called washback. It can be defined as the effect of testing on teaching and learning [2]–[4]. The importance of this issue influences students' test-preparation in the classroom, and it found that washback has a positive and negative effect.

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According to Bachman & Palmer [5] defines positive washback between the tests and language-learning meet students' needs and also it gives impact to the eagerness of students and teacher to the effectiveness of language learning [6]. On the other hand, Alderson & Wall [2] coined negative washback as the unwanted influence of a particular test considered 'poor' whether in teaching or learning. The result from the effect of washback either positive or negative; it depends on stakeholders in language pro-grams such as test-takers, teachers, administrators, course designers, and material developers [7].

In the Indonesian context, the government provides an annual National Examination for students in the final year of school as standardized testing. They believe national examination is the best way to measure students' abilities. However, some researchers who studied washback in high-stakes of English National Examination (ENE) show that negative washback outweighed positive ones [8]–[10]. They invented negative washback in ENE because psychological factors affect teachers and students to be unmotivated, stressed, and anxious; instead. They tended to prepare for the exam than to the pro-cess of language.

On the other hand, having students' motivation on washback is one of the purposes of language tests because it affects the long-term of students' learning. Students with motivation have better performance in the second language [11], and it will increase teachers' confidence to sustain and develop their teaching strategies. Motivation is human nature that grows within himself be-cause an individual desire stimulates to make the action in term of satisfying and specific-purpose. In a second language or foreign language, mastery of language demands motives to learn a variety of skills such as listening, reading, speaking, and writing.

From all the skills, reading is a skill that commonly considers one of the critical areas of teaching English as a foreign language. Otherwise, Harmer [12] points out that reading ability is essential in acquiring a word, and the effect can enhance vocabulary, spelling, and writing. As the one who has been tested in Indonesia, these skills inevitably are required in terms of students' materials or textbooks in written form. Unfortunately, in the field of education, most Indonesian students pass English reading tests. However, many of them still have challenging to face a university entrance test and international language test, which are commonly high-stakes tests. Those become the reasons the researcher conducts a study of washback through students' perspectives to find out the influences of the tests and their motivation to learn English.

2. Literature Review

2.1. Reading and Washback on Examination

As the one of the receptive skills, Reading is the essential part in English. Harmer [12] says that reading is designed to enable the reader to expand particular receptive skills. Leipzig [16] adds in "the process of reading multifaceted process involving word recognition, comprehension, fluency, and motivation." As a facilitator, a teacher transferring the comprehension of whatever the kind of the text so that students engage with their motivation, attitudes, background knowledge, and personal interest [17]. On the other side, found that most EFL teachers trust the central role in teaching, and learning is going to be successful if students have good ability in reading. It is because of almost the teaching materials in written form.

Reading test or examination is an activity that intends primarily for a person or whole class to monitor the individual's ability, particularly in reading comprehension. It is commonly used for educational achievement tests. The test that will be examining is the final examination for reading the subject at university. The test form in the site is ordinary students learn a text and answer which multiple-choice and essay as the responses or students instructed to make a summary from a story. From the test, this study reveals an effect on an examination of students' learning.

Washback and examination are strictly related to study within educational studies and language testing in particular. Cheng et al. [18] state that the extent of examination scores for various educational and social purposes in society has made the washback effect a distinct educational phenomenon. Even though some groups of people ignored the existence, it is only recently that researchers become aware of the importance of investigating this phenomenon empirically (ibid.). There are sorts of examinations that are asserted on washback studies, such as TOEFL (Test of English as Foreign Language), IELTS (International English Language Testing System), and National Examination [7], [13]–[15].

2.2. The Motivation of EFL Learners

Motivation becomes stories and heredity in psychological science because it is the attribute that "moves" us to do or not to do anything [19]. The theories become tremendous numbers that can be found in textbooks or journal articles [20]–[22]. The idea of motivation, Graham & Weiner [23] suggest a characteristic attainment behavior, such

as studying for an examination, and consider the motivation as a temporal sequence that is started, sustained, directed, and finally terminated. It is important to note that theoretically, motivation is a concept of human substance behavior, which needs a trigger from the individual or surrounding to achieve his particular goal.

Many psychologists extensively recognize that motivation plays an essential part in students' engagement and achievement in learning [24]–[28]. In every century, motivation has different approaches to the impetus of human behavior. As Dörnyei and Ushioda (*ibid.*) state that the character of motivation in the 20th century becomes motivated that focuses on conscious cognitive processes (e.g., goals and anticipation, self-efficacy beliefs, interpretations of events), manifest action and behavior. Otherwise, stimulating the motivation to learn includes encouraging students to use thoughtful information-processing and skill-building strategies when they are learning something is commonly encouraged [29].

In the present study, to define students' motivation, some aspects are used in the process of learning. First, course content is one of the most critical factors for language learning. James, Williams & Williams [30], [31] state learners usually take a course that they feel essential for their educational goals, so as teachers, they must portray the theories or concepts that can capture students' attention and help them begin to connect course material and their interest. Second, the process of motivation is the procedure of the teacher to introduce the content to get students' desires in classroom practice. The Third is the teachers' and students' attitudes. In the context of language learning, some students have passionate about education, but they need some individuals to encourage them [32]. Furthermore, motivation is not only to obtain progressing directly through experience, but also for boosting through modeling, communication, and instruction or socialization by teachers [33]. Some studies recognize teachers' behavior (e.g., self-efficacy) that have a direct positive effect on students' motivation [34], [35].

2.3. Washback on Motivation

The influence of testing on teaching and learning refers to washback or another term known as 'backwash' [2]–[4], [14]. It is utilized in language education in the field of applied linguistics. In this research, the researcher reveals the presence of washback in the classroom directly influencing students in language learning, whether it is positive or negative. Although there are abundant motivation theories that frequently used in both educational and research contexts, many researchers interest in the development

of washback in language learning to prove the existence and attempt a good test. However, the approaches of a foreign language are multifaceted in which nature and development adjusted with foreign language contexts. Indeed, Dörnyei [36] believes that each psychologist has a different psychological perspective on human behavior associated with a different theory of motivation.

The phenomenon of washback on motivation is not a new issue for researchers. Alderson & Wall [2] stated that beneficial washback can enhance students' motivation in language learning and caution; none of the motivation in the language classroom is harmful. In addition, Y.-C. Pan [37] said, "Test can motivate students to work harder to have a sense of accomplishment and thus enhance learning." Moreover, Hughes [38] suggests that some points should underline on washback, including motivation to be successful on the test, trusting in their skills, and having enough resources to succeed. Furthermore, [2] asserts about these terms that discussions of washback tend to have some perceptions that a test can change students' motivation and behavior.

In fact, Hidi & Harackiewicz [25] argues that both mastery and performance goals can enhance intrinsic motivation and, their effects mediate through these processes. Furthermore, beneficial washback is formed as precise the criteria of scores, basic assessment tasks, clear learning objectives, and having good feedback from the results. Rehman & Haider [39] studied motivation impacts on learning secondary school. They conclude that the students' psychology (e.g., appropriate methodology, anxiety), clear objectives, teaching method meets student' need, and have a sense of feelings. It also can promote students' motivation in learning. Likewise, having teacher behavior in class can boost students' motivation [40].

Thus, Wang [41] states how vital motivation is one of the factors that influence learning achievement because Bachman [42] finds a lack of interest or motivation directly affects individuals' test performance. Moreover, the literature indicates that motivation plays a significant role in English learning. In addition, Li & Pan [43] notes that students with higher motivation succeed in the exam while those lacking in motivation do not attempt in the process of language learning. Therefore, this study will reveal the existence of motivation toward washback and further, whether the impact of washback (i.e., negative or positive) affects their performance in learning or vice versa.

3. Method

This study applied two approaches— quantitative and qualitative with a case study qualitative design that became the priority to reveal the data. Creswell [44] states there

are sorts of cases that we may focus on an in-depth exploration of the fact. To compile the data, the re-researcher used observation during the teaching process. Furthermore, the researcher interviewed the only lecturer and students as additional data to support the findings, and to gain other perspectives; a quantitative strategy was applied. Survey design is necessary to do in this study. Cohen et al. [45] mention, "Survey design can be explored, confirmatory, descriptive or ana-lytic by combining nominal data on participants' background and relevant personal details with other scales." Consequently, this research interpreted the detail of students' actual words through the questionnaire that the questions were closed-ended items. Then, the data elicited the effect of the examination and how reading subject influenced their motivation.

The participants of this research were odd semester English Teaching Department Students in Kota Sorong-Papua Barat, Indonesia. They took the subject and as test-takers in reading ex-amination and one test-designer as the one and only lecturer who teaches reading classes for both grades. Four classes participated in this study, with the amount was 120 students. Also, methods triangulation was believed to collect the data since two approaches applied to answer the research questions posed, which were observation, questionnaire, and interview.

The observation was used by the researcher as the first instrument to elicit a description to answer the first questions. The researcher acted as a nonparticipant - observer. Recording observation needs to follow during the process of teaching to inquire about the classroom affair, such as field-notes, audio, and video recording. Therefore, the occurrences monitored using COLT (Communicative of Language Teaching) Part A developed by Spada & Maria [46] and video and audio recording. During the process of observation, numerous classroom events recorded on a note-taking sheet consisting of broad categories, such as time, material, what the teacher is saying and doing, what students are saying and doing, what is written on the white-board, and the observer's comments and questions. The observer's self-notes about lessons also need to remember clearly the situations. Finally, field notes were summarized in the narrative form, and the lecturer was asked about the intentions behind a variety of classroom activities.

The questionnaire was one of the primary devices used in this research for the second instrument. The students' survey related to both questions, which find out students' motivation and their perceptions by expressing their feelings, thoughts, reactions, and perspectives toward rea-ding tests to elicit the effect of washback. The five Likert-scale questionnaires were given after the test. Including the validity and reliability have been done to check the items of the survey. It is made up of three parts. The first part was

about personal information, including gender, age, profession, (if a teacher), how long they have been teaching, and level of schools. The second part was the central part with 18 questions and adopted from C. Wang et al. [47]. Their purposes were to probe the following variables: students' perceptions of the course (item 1-6); the aspects of their learning influenced by changes of the examination, such as learning strategy (Item 7-13), learning contents (Item 14-16) and their learning activities (Items 17-18). Part 3 was also the central part of examining the following variables with 26 questions. It is adapted from Duncan & McKeachie [48] with the intentions of washback factors affected their motivation, such as course content area (Item 1-7); lecturer's methodology (Item 8 & 9); and lecturer and students' attitude (Item 10-26).

The semi-structured interview is the third instrument to support all of the data. This method is implemented to know students' and lecturer's perspectives regarding the examination, and specific questions need to ask to get in-depth, support, and clarify the other collecting data. Alderson & Wall [2] stated that it is essential for us to complement the classroom observations with teacher interviews to contextualize otherwise incomprehensible responses. Therefore, interview questions derive from the students' questionnaire that includes teaching strategy, materials, benefits, and the preparation for the test. The researcher used an audio recorder then transcribed it into descriptive to be analysed.

4. Result and Discussion

4.1. Evidence of Washback on Students' Learning

The three used main instruments to analyse the data collected in the classroom were observation-form COLT Part A, interview, and questionnaire. These instruments reveal substances that regard to the effect of washback on students' learning, and the study tests eight related versions of the 15 hypotheses created by Alderson & Wall [2]. The discussion above will contribute to four prominent substances that are explored in this section:

4.1.1. Students' attitude in classroom practices to the subject

Questionnaire results showed that most of the students respond positively to the course. It revealed most of the students agree to the statements in the questionnaire, including, 1) they aware format and rating scale of the exam, 2) they enjoyed the lecturer's materials,

3) the subject helps to stop their cheating behaviour on the exam, 4) the subject reliable and impartial enough to integrate their English competence, and 5) the subject can improve their English competence (see table 1). In other words, the subject met students' needs, and the achievement test was based on the objective. These results confirm the findings of other studies [3], [5].

Questions	A	B	C	D	E
1. I am aware of the content, format and rating scale of the subject.	19.2%	74.2%	5%	1.7%	0
2. To what extent can the subject stop the cheating behavior on exams?	8.3%	30.8%	34.2%	18.3%	8.3%
3. To what extent does the reading subject reflect my integrated English competence?	14.2%	47.5%	28.3%	10%	0
4. To what extent does the subject encourage me to improve my English communicative competence?	21.7%	49.2%	20.8%	8.3%	0
5. I support the way teacher provide every content of reading subject.	30%	63.3%	3.3%	2.5%	0.8%
6. I get difficult in preparation the test because the test is high-stakes testing.	8.3%	40.8%	26.7%	22.5%	1.7%

Figure 1: Results obtained from students' perceptions on the course.

However, most of the students thought teacher's high-stakes testing made them difficult in preparation for the test (see table 1). The same opinion also found in the previous studies that the context is the same as the present research [8], [10], which stated that high-stakes tests in National Examination indeed affects the feeling of pressure and stress. Moreover, high-stakes testing that has adverse effects also found in Hughes [38] that impact their preparation and other public examination such as IELTS [13] and EFL National Oral Matriculation Test [15]. Otherwise, the interview's results toward students' attitudes to the subject during classroom practices found all of the student-participants that represent their classes felt favorable to the subject. One of the students said:

"How do I feel about this course so far is positive."

Their perceptions are corroborated by the lecturer's answers, which she attempted to introduce how essential reading skills are and find the best strategy or approach to improve their English competences. The lecturer commented:

"... I believe that they realize that reading is important; reading is not such a thing before because, in my previous teaching, they think that teaching reading is only about reading something orally. They think like that, but for this time, they know that to comprehend reading, to read, especially in the English, is not as easy, and it is not as simple as they think. Because now, they are studying how to understand the vocabulary based on the context, based on the root-word or others, and then they also

study how to comprehend the idea of the topic and what is different about that. Today they are more aware that reading is not as simple as they think. I believe now; they are going to be better in their English competence."

It confirms Alderson and Wall's assumption [2]: **"a test will influence attitudes to the course of ... learning."**

4.2. Students' preparations for the exam

Regarding students' preparation for the exam, the majority of students in the interview sessions stated that it is helpful for the short and long-term English language learning process. A student commented:

"... The word 'frustrating' never settles; instead, it is more helpful because I have been learning so much in Reading 1 so that I will be more ready to continue to the next level of reading."

As reviewed by Y.-C. Pan [37], in order to face the test, it makes students prepare well to succeed and thus improve their learning. Also, they admitted some kinds of preparation processes that they have usually done, such as recall lecturer's materials, enlarge vocabulary by reading some books, and on the internet, find some tasks that related to the subject. A student said:

"The useful preparation that I do, first I learn the first material that the lecture given from the first meeting until the last meeting."

Another student added:

"I must study hard to enlarge my vocabulary by reading some books. In addition, sometimes I learn from the internet."

Moreover, the questionnaire related to students' preparation for examination showed more positive than negative washback on them. Firstly, students' strategy surfaced that the vast majority of students preferred more practice in the reading text while frequently using effective ways that help increase reading skills and pursue lecturer courses. The students believe a variety of materials help them enlarge their vocabulary. During the reading activity, mostly students focused predominantly on vocabulary and grammar. Moreover, most students agreed that skimming, activate background knowledge, and concentration on the relevant parts was the best method to comprehend a text (see table 2). It substantiates to Alderson and Wall hypothesis [2]: **"a test will influence how learners learn."**

Questions	A	B	C	D	E
7. The increase of the weighting of the part concerning reading text before answers the questions led me to emphasis more on the training of reading text on book or other resources.	15%	61.7%	13.3%	10%	0
8. I used some most effective way to improve my English reading competence.	20%	45%	25.8%	9.2%	0
9. To what extent does the teacher provide variety materials to help to absorb vocabulary?	12.5%	50.8%	30%	5.8	0.8%
10. While learning a new reading passage, I would like to concentrate on _____	54.2%	17.5%	15%	10.8%	2.5%
11. Before reading in detail, I usually skim the whole passage first to identify the theme and the author's purpose.	31.7%	62.5%	3.3%	1.7%	0.8%
12. While figure out the purpose for reading, I would activate my background knowledge of the topic in order to predict or anticipate content and identify appropriate reading strategies.	21.7%	63.3%	13.3%	1.7%	0
13. I would rather concentrate on the parts of the text that are relevant to identified purpose and ignore the rest.	12.5%	46.7%	16.7%	22.5%	1.7%

Figure 2: Results obtained from students' strategy.

Secondly, student-participants reported that finding other resources besides the lecturer and her textbooks were a frequent activity that they have done because students' preferred more practicing to the test questions (see table 3).

Questions	A	B	C	D	E
14. Except the textbooks, I use other materials.	21.7%	40.8%	25.8%	10.8%	0.8
15. Except the teacher, I use other English learning materials.	15.8%	44.2%	30.8%	5.8%	3.3%
16. If teacher teach the test items. I would prefer prepare for practicing to the test questions.	10.8%	64.2%	20%	5%	0

Figure 3: Results obtained from students' content.

It was verified the lecturer's statement in the class activity. The lecturer never trained her students to the test, but the process of students was the primary purpose. This yield different from other washback studies [2], [8]–[10], [13], [38], noted that negative washback exists when a test regarded as necessary; it will lead teachers to teach to the test. Thus, it confirms Alderson and Walls' assumption [2]: **"a test will influence what learners learn."**

Thirdly, the discovery of students-participants learning activities revealed positive. The extent involves learning activity either the classroom or out of the school was the activity which prominent to enhance their English competence, particularly to this subject—the frequently enough to hit the highest numbers of percentages (see table 4 and 5).

Qs: In my reading class, I get involved in the following activities _____

Classroom activity	A	B	C	D	E
Vocabulary and grammar learning	20%	43.3%	28.3%	5.8%	2.5%
Strategy developing	10%	31.7%	40%	15%	3.3%
English presentation	25.8%	40%	25.8%	6.7%	1.7%
Group discussion	32.5%	44.2%	15.8%	6.7%	0.8%
Debate	5%	16.7%	34.2%	20%	24.2%
Role acting	5%	7.5%	22.5%	20.8%	44.2%
English speech	20%	31.7%	37.5%	9.2%	1.7%

Figure 4: Results obtained from students' activities.

Qs: In my leisure time, I get involved in the following activities_____

Outside-classroom activity	A	B	C	D	E
Study vocabulary and grammar by oneself	10.8%	46.7%	27.5%	12.5%	2.5%
Learn the other edition of the college English course	5%	8.3%	13.3%	15.8%	57.5%
Search for materials online	30.8%	40.8%	21.7%	5%	1.7%
Group study (such as prepare for the presentation)	21.7%	46.7%	20.8%	7.5%	3.3%
Do the internet-based stimulated	14.2%	23.3%	34.2%	10%	18.3%
Write an English journal	3.3%	8.3%	16.7%	20.8%	50.8%
Memorize vocabulary the vocabulary book	18.3%	40%	28.3%	10%	3.3%
Read and recite loudly the English essay outside	11.7%	25%	35.8%	18.3%	9.2%
More practical to increase reading skills.	19.2%	50%	22.5%	6.7%	1.7%

Figure 5: Results obtained from students' activities.

The most concerns of students involving in reading class were group discussion, English presentation, and vocabulary and grammar learning. Similarly, in their leisure time, most activities searched for materials online, more practical to increase reading skills, group study, and memorizing vocabulary. The desirable of learners in the finding is in line with Green's study [6]. He found that beneficial washback is the desire of teachers and students thought the effective-ness of strategies in learning a language. The findings also verify Alderson and Walls' hypothesis [2]: **"a test will influence the degree and depth of learning."**

4.3. Lecturer's content and methodology

For this part, data from observation looked lecturer's materials and procedures used in a particular discipline in two classrooms-participants (i.e., semester one and semester three). Several studies in the literature notice the potential of content and methodology to create washback. The features see as promoting washback in material and methods based on the research in general, with a focus on students' improvement in language learning.

The study sample in this research is from the same department. Notwithstanding, this examination has different results, like some of the studies who conducted the terms which mostly carried IELTS, TOEFL, and Matriculation Test. Most of the resulting test showed negative washback because the programs primarily teach students to the test rather than improve their language proficiency. Therefore, the process of teaching and learning foreign language toward the examination does not only happen at such kind of test, but other subjects like reading also must see the influence deeply. The researcher observed student-participants in the classrooms. The researcher found out the classroom process conducted in five weeks before the examination. The potential of washback generally occurs in a short-time period at the preparation course before the exam. The analysis using COLT indicated that the first finding revealed participant organization from two classes. The results showed that the lecturer rendered enough time to students in classroom activities. Likewise, students had more opportunities to involve the lesson, whether individual or group (57% of the total class time). These activities encompassed presentations, discussions, and working on assignments. Comparing with lecturer parts is settled at 37% of the whole class time.

The most common category of classroom content communicative acts is the discussion on the topic and procedural to the activities of reading. It represented 44% and 39% of the total class time. The lecturer and students spent 66% of their time working with the text, read, search the main idea, and make a summary. Then, the students present their review. It means a process where the students can improve their proficiency, and they rehearse to pass the test.

The classroom data collected in the study included information regarding the materials used in the class. The analysis indicates the range of used materials in both classes is often used, such as a passage or a paper from students made. The text adapts from trustworthy re-sources, such as journals, books, e-book, and trusted websites. Analysis of the materials showed that almost all of the elements use from authentic materials that are used for teaching reading skills and taught students to find authoritative articles for their paper. This finding is in line with Messick's theory [4]. He states that one of the beneficial washback connects to authentic materials.

It can conclude the student has perceived the lecturer's content and methodology as the positive washback. Moreover, it also verifies Alderson and Walls' theory [2] that **"a test will influence attitude to the content and methodology of ... learning."**

4.4. Evidence of Washback on Students' Motivation.

The next question is whether the positive result could also reflect on their motivation or vice versa. Based on the students' perceptions of the questionnaire, three main aspects are related to the washback effect of disclosing, such as course content, lecturer's methodology, and lecturer and students' attitude.

The first was regarded as motivation toward course content. It found the sense of motivation increases, respectively. This information regarding the perception scales that most of the students agreed on the impact of lecturer's materials positively influences students' willingness to involve in classroom activities, cognitive skills, feel challenged, and curiosity (see table 6). Similarly, James [30], Williams & Williams [31] suggested that teachers should take the concept that makes students feel connected, challenged, aware, and interested.

Statements	SA	A	N	D	SD
1. I find teacher's material always interesting.	29.2%	54.2%	12.5%	4.2%	0
2. I participate more when class work involves interesting tasks.	22.5%	55.8%	15%	5%	0
3. I prefer course material that really challenges me so I can learn new things.	20.8%	50%	22.5%	5%	1.7%
4. I am willing to participate because the content is exciting and changeable.	20.8%	60.8%	11.7%	5.8%	0.8%
5. The most satisfying thing for me is trying to understand the content as thoroughly as possible.	30%	56.7%	12.5%	0.8%	0
6. I am certain I can understand the most difficult material presented.	13.3%	33.3%	40%	12.5%	0.8%
7. I prefer course material that arouses my curiosity, even if it is difficult to learn.	24.2%	57.5%	15.8%	2.5%	0

Figure 6: The result of motivation regarding course content.

Additionally, the researcher found that this finding supports observation classes. Various materials for each course were applied to make a pleasant climate such as textbooks, students' documents, e-books, and different text that present the culture of the nation. Dörnyei [36] noted in the Ten Commandments. He said that the teacher must be able to motivate students in a language classroom, for instance, how they present task rightly, and how they promote learner autonomy and new materials.

Furthermore, Williams & Williams [31] stated several steps to enhance students' motivation in learning that meets their goals. Firstly, The students want to feel if there is a teacher who gives them feedback about their works. Secondly, how the lecturer treats the students in the class? Most students perceived the same voices to respond to lecturer roles in the classroom (see table 7).

Statements	SA	A	N	D	SD
8. I am willing to participate because teacher involves students in teaching learning process.	31.7%	57.5%	10%	0.8%	0
9. I am willing to participate the teacher uses a variety of teaching methods.	29.2%	57.5%	8.3%	4.2%	0.8%

Figure 7: The results of motivation regarding lecturer’s methodology.

The scale showed that the teaching method is acceptable. The course was organized well by the lecturer to reach the purpose of the subject. This finding reflected the result obtained from the observation class where the lecturer used variant methods, such as using the internet, individual or group presentation, creating a discussion in a group or pairs, and doing students-journal for their homework. However, washback on students’ learning discusses attitude as one of the effects. Similarly, the questionnaire made to measure students’ and lecturer’s motivation by looking after their attitudes (see table 8).

Statements	SA	A	N	D	SD
10. I’m confident I can understand the most complex material presented by the instructor.	10%	31.7%	44.2%	13.3%	0.8%
11. Considering the difficulty of this study, the teacher, and my skills, I think I will do well in this study.	18.3%	59.2%	20%	1.7%	0.8%
12. I am willing to participate because the teacher does not put a lot of pressure on me.	23.3%	54.2%	12.5%	7.5%	2.5%
13. The main thing I want to acquire during my studies is professional skills.	38.3%	41.7%	15%	4.2%	0.8%
14. If I can, I want to get better grades than most of the other students.	42.5%	49.2%	6.7%	0.8%	0.8%
15. I believe I will receive an excellent grade.	33.3%	43.3%	21.7%	1.7%	0
16. My most important goal in my studies is to prepare myself for entering a career.	49.2%	41.7%	6.7%	2.5%	0
17. I am willing to participate in this study because it is challenging.	25.8%	53.3%	16.7%	3.3%	0.8%
18. I’m confident I can do an excellent job on the test.	25%	51.7%	21.7%	0.8%	0.8%
19. Understanding the subject matter is very important to me.	51.7%	45.8%	2.5%	0	0
20. I chose this degree because the work I can do with it after graduating interests me greatly.	48.3%	43.3%	5.8%	2.5%	0
21. I am willing to participate in this study because the teacher pays attention to me.	35.8%	50%	11.7%	2.5%	0
22. I’m certain I can master the skills being taught in this study.	25%	55%	17.5%	0.8%	1.7%
23. Getting a good grade is the most satisfying thing for me right now.	40%	47.5%	9.2%	3.3%	0
24. The most important thing for me right now is improving my overall grade point average.	37.5%	48.3%	8.3%	5%	0.8%
25. I want to do well in this study because it is important to show my ability to my family, friends, employer, or others.	51.7%	40%	8.3%	0	0
26. If I have the choice, I particularly like to take those subjects which seem useful to me in my present or future career.	52.5%	39.2%	5%	1.7%	1.7%

Figure 8: The results of motivation regarding lecturer and student attitude.

Based on the frequency of students-participants, these results have positive wash-back. The increase of students’ confidence gives noticeably positive on the subject,

including the trustworthiness of the lecturer's ability, and no pressure in the learning process. This finding is similar to Y.-H. Pan's [40] study that the teachers' behaviour determines a positive effect on students' motivation.

In summary, the analysis of the data adequately showed that almost all students and teachers increased their motivation toward the process of reading courses in the English Teaching Department. It means that the results support some studies [25], [39]. They found motivation can heighten by mastery, performance goals, and psychological feelings, which mediated through the process.

Furthermore, this finding also showed that the existence of washback in the learning process could not be argued. The results get positive washback on students' learning. This finding will influence the same in their learning motivation. Thus, this research yields an assumption [2] **"a test will influence motivation on learning."**

5. Conclusion

The main intention of this study is to scrutinize washback and motivation within the context reading test at one of the universities in Indonesia, notably the English Teaching Programme. Students' perception of the subject is more positive rather than negative views. Most students surveyed perceive that the topic meets their needs, and the test is appropriate to measure their achievement goals. However, the issue of high-stakes testing gives potential negative washback on their preparation. Also, the study substantiates five assumptions from Alderson and Wall. It noted that the washback effect at the level of attitude, content, and methodology.

Regarding the washback on students' motivation, It affects the preparation, and the process of language learning in this subject has a positive impact on their motivation. The evidence of the questionnaire covers the content, methodology, and attitude. Eventually, all of the aspects answer that a positive attitude affects students' development, and it brings students to get an optimal point on the test. These results also add a new assumption that "a test will influence motivation in learning. However, the current study employed only one subject and a small number of participants due to the limitation of time. Nevertheless, different variables and long-term studies for future research will find enrichment of verdicts in inquiry about language assessment.

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