THE ANALYSIS OF ENGLISH FORMATIVE TEST

ON TBI STUDENTS'

ENGLISH LEARNING IN INTENSIVE COURSE

THESIS

This Thesis is Submitted to Fulfill the Requirement for " Sarjana " Degree

in English Tadris Study Program

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ENGLISH TADRIS STUDY PROGRAM

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Assalamu'alaikum Warahmatullahi Wabarakatuh.

Setelah mengadakan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat bahwa skripsi atas nama **Sariani, 20551062** Mahasiswa IAIN Curup Prodi Tadris Bahasa Inggris, yang berjudul " **THE ANALYSIS OF ENGLISH FORMATIVE TEST ON TBI STUDENTS' ENGLISH LEARNING IN INTENSIVE COURSE "** sudah dapat diajukan dalam sidang munaqasyah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan agar dapat diterima, terlebih dahulu diucapkan terima kasih.

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PREFACE

All praises to Allah SWT that the writer had finally finished writing her thesis entitled **" THE ANALYSIS OF ENGLISH FORMATIVE TEST ON TBI STUDENTS' ENGLISH LEARNING IN INTENSIVE COURSE ".**

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realizes that this thesis is far from being perfect, therefore really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup , 2 October 2024

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The researcher finished this research **" THE ANALYSIS OF ENGLISH FORMATIVE TEST ON TBI STUDENTS' ENGLISH LEARNING IN INTENSIVE COURSE ".**

This thesis is presented in order to fulfill of the requirement for the degree of strata 1 in English Tadris study program of IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Because of those reason, the writer would like to present her deepest appreciation to :

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6. Mr. Indra Guci, M.Pd as my Instrument's validator and lecturer who help support my thesis.
7. All lectures and staff of IAIN Curup, especially my lecturer in the English Tadris Study Program, thank you for your useful knowledge, insights, and endless support.

Finally, the researcher needs suggestion for being perfect in the future because this thesis is not perfect yet event in the grammar, structure of writing, discussion or anything else that is not suitable with hoped. Hopefully the result of this research can give beneficial contribution to the development of education in other school. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward. Ameen.

Wassalammu'alaikum Warrahmatullahi Wabarakatuh

Curup , 2 October 2024

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MOTTO AND DEDICATION

Don't be afraid to fail, but fear never to try.

This thesis would never have been complete without the help of many people. Best thanks for my advisor, Mrs. Jumatul Hidayah, M.Pd and my co-advisor, Mrs. Meli Fauziah, M.Pd who has guided and support my thesis to completion.

This thesis dedicates to:

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- *My cherished mom* **Mrs. Nini Aryani** *The angel without wings who is always there in every step of my life and the most patient and beautiful woman of all time. Your sincere affection and your never-ending prayers have brought me to this point. Thank you for your infinite love.*
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- *My great advisor* **Mrs. Jumatul Hidayah, M.Pd** *who always gave me motivation, suggestion, guidance in finishing my study at IAIN Curup.*
- *My great co-advisor* **Mrs. Meli Fauziah , M.Pd** *who gave the researcher guidance, support and suggestion in finishing this thesis and also finishing my study.*
- *My beloved lecturers of English Tadris Study Program in IAIN Curup for support, suggestion and advices.*
- *My dearest friend,* **Tina Darmayu***, thank you for being my friend since the beginning of college. Thank you for everything every day at the Boarding House. Thank you for accompanying me throughout the research process. Hopefully we can become useful people outside with the knowledge we*

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- *All of students of English Tadris Study Program of IAIN Curup.*
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- *All of people around me who gave me the golden precept that I could not be mentioned one by one.*
- *Last but not least, I wanna thank me for believing in me. I wanna thank me or doing all this hard work. I wanna thank me for having no days off. I wanna thank me for never quitting.*

ABSTRACT

Sariani 2024 : **" THE ANALYSIS OF ENGLISH FORMATIVE TEST ON TBI STUDENTS' ENGLISH LEARNING IN INTENSIVE COURSE ".**

Advisor : Jumatul Hidayah, M.Pd

Co – Advisor : Meli Fauziah, M.Pd

This study aims to analyze the impact of formative English tests on the learning progress of students in the English Tadris Study Program (TBI) program at IAIN Curup, particularly within the intensive course program. Formative tests are considered essential evaluation tools that provide continuous feedback, helping students identify their strengths and weaknesses while adjusting their learning strategies. This research employed a qualitative approach with a case study design.Data were collected through semi-structured interviews and documentation of formative test results. Respondents were fifth-semester students selected using purposive sampling based on their formative test performance. The results of the study indicate that formative tests have varying impacts depending on students' ability levels. High-achieving students utilize feedback to set clear learning goals and develop effective learning strategies, while moderately achieving students show increased motivation and adopt basic learning strategies. Conversely, low-achieving students experience anxiety, stress, and difficulty utilizing feedback. This study highlights the importance of a differentiated approach in providing feedback to optimize the benefits of formative tests for students across all ability levels.

Keywords: English Formative Test, Impact, Learning

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CHAPTER I

INTRODUCTION

This chapter provides a rationale for conducting a study on The Analysis Of English Formative Test on Tbi Students' English Learning in Intensive Course. The discussion includes : Background of the Research, Research Questions, Research Objectives, Limitation of the Research, Significances of the Research , Definition of Key Term, Organization of Thesis.

A. Background of the Research

Language assessment plays an important role in the teaching and learning process, influencing teaching practices, curriculum design, and student learning behavior. Among various forms of assessment, formative test are increasingly receiving attention because of their potential to support and improve learning through sustained feedback and monitoring of progress , Lorrie A. Shepard.[1] Formative test purposes or certification. Rather , formative test are designed to provide information about students' strengths, weaknesses, and learning needs during the learning process, thereby enabling lecturers to adjust teaching strategies and students adjust their learning approaches.

This is similar to the phenomenon discovered by researcher after doing preliminary studies among new students' TBI IAIN Curup. In the initial study, new students' have different background about English learning including

[1] Lorrie A. Shepard, "Formative Assessment: Caveat Emptor," *The Future of Assessment: Shaping Teaching and Learning*, 2017, 279–303, https://doi.org/10.4324/9781315086545-12.

aspects such as previous English skills, personal interests, social environment, to the learning progress of new students to learn English from several of them to help new students learn more about English, then new students will follow the intensive course.

The English intensive course is an English learning program designed to make rapid and significant progress over a limited period of time. This program focuses on the acquisition skills of speaking, listening, reading, and writing in English. The English intensive course was for students to master English quickly. As researcher found in the intensive course fields, it was shown to new students' Tadris English Program. Each new student will follow the intensive course program to enhance their skills in English. Where most of these new students are learning more about English because they are learning English only in the space of English. In the intensive course, they will study more deeply or thoroughly about the English language. There is dualism where researcher can identify several students who have been identified as under stress.

After attending the intensive course, the condition seems to affect their learning progress to learn more English. Researcher conducted an initial study by asking one of the students about what they felt after taking part in additional intensive course activities as a new student at TBI. From what the researcher found in this initial study, there were several new students who took additional intensive course classes who felt less confident because their background at school was not very deep in learning English. After attending additional classes

and there was some material that are not understood, this affected my enthusiasm for taking the intensive course because he felt that he would not be able to do it, especially with my weak ability to understand English.

However, researcher also found that some students' even looked more enthusiastic after taking the additional intensive course class, for example, a new student who took the additional intensive course class felt confident and motivated to study further because he had taken English language lessons during school, after taking. These additional classes and the materials provided made him even more enthusiastic about learning with comprehension skills in English.

From these impacts, lecturers take action to minimize the negative impact of English language learning in intensive courses by using formative tests in learning becomes more important. These assessments serve as checkpoints, allowing instructors to identify areas that need extra attention and allowing students to monitor their progress and adjust their learning strategies. The initial observations above are just a few common examples where intensive courses can affect students' learning progress to learn English in different ways, both positive and negative. It is important to conduct research that examines in detail the impact of formative tests in intensive supplementary classes for TBI students.

The result of test as exemplified in the above phenomenon is the impact of assessment. The effect of the test on the learning teaching process is known

as impact, a phenomenon that can have positive and negative consequences . [2] Impact positive occurs when content and test formats encourage desired teaching and learning practices, while impact appears negative when tests are adversely affected, causing curriculum scaling, test – oriented teaching, or encouraging undersirable learning strategies. In the context of language learning, learning progress is an important factor affecting involvement , perseverance, and ultimately, the performance of students.[3] Learning Progress can be intrinsic , driven by interest or pleasure inherent in learning, or extrinsic, activities that come from external factors such as parental appreciation, value, or hope . [4]

A number of studies have investigated the impact of the decline in English formative assessment, such as research by Mulianti entitled An Analysis of Washback Effect of English Formative Assessment to the Teacher and Students at Smait Ukhuwah Banjarmasin, where this research aims to determine the impact effect of English formative assessment on teachers and students in SMAIT Ukhuwah Banjarmasin. This research explores information about the formative assessment carried out at SMAIT Ukhuwah when a chapter of material has been taught. The results of the research show that students study previous assignments given by the teacher, remember the glossary given

[2] Qi Kuang, "A Review of the Washback of English Language Tests on Classroom Teaching," *English Language Teaching* 13, no. 9 (2020): 10, https://doi.org/10.5539/elt.v13n9p10.
[3] Ernita Raharja and Ashadi Ashadi, "Motivating EFL Learners Comprehensively: Applying Dörnyei's Taxonomy of Classroom Motivational Strategies," *Journal of English Language Teaching and Linguistics* 4, no. 1 (2019): 117, https://doi.org/10.21462/jeltl.v4i1.213.
[4] Richard M. Ryan and Edward L. Deci, "Intrinsic and Extrinsic Motivation from a Self-Determination Theory Perspective: Definitions, Theory, Practices, and Future Directions," *Contemporary Educational Psychology* 61, no. April (2020): 101860, https://doi.org/10.1016/j.cedpsych.2020.101860.

by the teacher, study material predictions, perform English literacy, and memorise grammatical patterns, but relatively little research has investigated the impact of a decline in formative assessment on students' learning progress to learn, especially in the context of learning English.[5] Therefore, in this research, the researcher will examine the effect of the English formative impact test on the learning progress of TBI students to learn English. This research is, of course, different from previous research.

Understanding the relationship between the formative test decline and the student's learning learning progress is crucial for several reasons. First, formative test are designed to support and improve the learning process by giving sustained feedback and identifying areas that need to be increased. However , if this formative test by accident reduces students' learning progress, it is hoped that benefits can be impaired. Second, learning progress is the key determinant of the success of language learning and growing positive learning progress can increase involvement, perseverance, and eventually, better language skills.

Third, the effect of the formative test on learning learning progress can vary depending on a variety of factors, such as that design, execution, feedback mechanisms, student characteristics, and contextual factors (for example, class environment, curtual influence). Finally, by examining the formative test effect of learning learning progress, researcher and educators can gain insight into how to design and apply formative test in a way that

[5] Mulianti, "An Analysis of Washback Effect of English Formative Assessment to the Teacher and Students at SMAIT Ukhuwah Banjarmasin.," 2020, https://www.e-ir.info/2018/01/14/securitisation-theory-an-introduction/.

optimizes the positive effects on students' learning progress and minimizes the potential negative consequences.

Thus, this study can make an important contribution to understanding the impact of formative tests on TBI students' learning. The effect of the formative test of the English test on the students' study learning progress still needs further study. From previous research and phenomena above, researcher would like to know How does the impact of English formative test on TBI students' learning in intensive course class. From the above phenomenon, researcher have decided to do research on English students entitled **" THE ANALYSIS OF ENGLISH FORMATIVE TEST ON TBI STUDENTS' ENGLISH LEARNING IN INTENSIVE COURSE "**

B. Research Questions

From the background described above, there are two research question formulated in this study. The questions are as follow

1. How does the impact of English formative test on TBI students' learning in intensive course class ?

C. Research Objectives

Based on the research questions above the objective of this research is :

1. To investigate the impact of English formative test effect on the TBI students' learning in intensive course class.

D. Limitation of the Research

The scope of this study is following :

1. The object of this research is limited to only a few students' who fit the criteria of TBI fifth semester class of 2022.
2. The focus of this study weighs the application of the impact English formative on TBI students learning in intensive course class.

E. Significances of the Research

The significances of this research are as follow :

1. Theoretical significances

   Theoretically of the formative test designed as well provide information on the students' strengths, weaknesses and learning needs during the learning process, enables the lecturers to adjust their teaching strategies and students to adjust their learning approaches. The formative assessment of the test is used to minimize the negative impact of learning is known as impact. A phenomenon that can have positive and negative consequences for impact. Where it can affect learning progress.[6]

   In other word it is assumed a potential formative assessment of tests to minimize the negative impact of learning so as to increase high learning progress for students in learning.

2. Practical significances

   a. For lecturers

      Increase the English lecturers awareness of the potential negative impact of formative tests on students learning, emphasizing how important it is to consider the learning factors in the design and

[6] Shepard, Lorrie A. (2017), Ryan, Richard M. Deci, Edward L. (2020), Raharja, Ernita Ashadi, Ashadi (2019), Kuang, Qi (2020)

execution of judgment. Gives lecturers practical guidelines and suggestions on how to design and use formative test that increase positive learning progress and avoid negative effects. Guiding students to learn in a way that will increase positive learning progress and avoid negative effects.

b. For students

Contribute to the stimulating and supportive development of learning practices that promote both intrinsic and extrinsic desires for students to learn language. Identify the potential negative effects of learning that must be reduced or overcome, which in turn will result in increased involvement, industry, and proficiency of student language, potentially leading to closer draw. Involve student in the research process and consider their opinions on how formative test interfere their learning progress can result in a more student centered assessment method.

c. For researcher

Provides the foundation for further exploration and research about impact, formative test, and thrust in language study, finding gaps, and spaces for future research. Provides inspiration for long – term studies to evaluate the long – term or contextual effects of formative tests on student' learning . Provides knowledge and method to investigate the complex relationships between assessment practice,

learning factors, and other relevant variables in language education research.

F. Definition of Key Terms

1. Formative test

   Formative test is an evaluation conducted during the learning process with the aim of providing feedback that can help students understand the material and improve learning outcomes. According to Black and Wiliam in Rebecca Morris, formative tests include various forms of evaluation that allow teachers to identify individual student needs. [7]

2. Impact

   The impact of formative tests refers to the influence of these tests on students' learning, which can be either positive or negative. [8] A positive impact occurs when the tests enhance learning motivation, encourage students to improve their understanding of the material, and maximize their learning efforts. Conversely, a negative impact arises when the tests create emotional pressure, anxiety, or a lack of self-confidence that may hinder the learning process. In this study, the impact of formative tests is analyzed based on three student categories high-scoring students, who generally respond to the tests with strong motivation to maintain their achievement moderate-scoring students, whose attitudes vary depending

[7] Rebecca Morris, Thomas Perry, and Lindsey Wardle, "Formative Assessment and Feedback for Learning in Higher Education: A Systematic Review," *Review of Education* 9, no. 3 (2021): 1–26, https://doi.org/10.1002/rev3.3292.P.3

[8] Ibid.

on the learning support they receive and low-scoring students, who often feel pressured but still have the potential to be motivated if they perceive the tests as tools for learning. The analysis focuses on how these three levels of students respond to the impact of formative tests on their learning processes and their attitudes toward the tests.

G. Organization of Thesis

This chapter gives the organization from chapter one through chapter five. Chapter I is an introduction consisting of the background of the research, research question, research objectives , limitation of the research, significances of the research, and definition of key term. Chapter II discusses a review of related literature. It provides an overview of related theories and findings. Chapter III is about research methodology. This relates to the kind of research , the subject of the research, the technique of collecting data, the instrument of the research ,and the data analysis. Chapter IV contains findings and discussion. Chapter V, which discusses conclusions and suggestion.

CHAPTER II

LITERATURE REVIEW

This chapter describes the theoretical basis for this research. There is an explanation of the formative test, effect and learning progress with sub topics: Review of Related Theories and Review of Previous Studies.

A. Review of Related Theories

1. Formative Test

a. Definition of Formative Test

In the field of English learning as a foreign language, some researcher and experts define the term " assessment " as an essential component of the learning process. Assessment is the process of data collection. More specifically, assessments are how the instructors collect data about their teaching and their student learning. Overall assess students' performance by recognizing and extracting information, receiving feedback, analyzing, and enabling the learning process. The ultimate goal, therefore, is to overcome learning obstacles.

There are two basic forms of assessment in the classroom learning procss, these assessments are formative and summative. Formative tests are the types of assessments made during the learning process to monitor the students' progress and identify their strengths and blemishes. The primary purpose of formative testing is to give feedback to students and lecturers, which can be used to modify teaching methods and learning strategies to enhance student understanding and achievement, the feedback given can

be correct answers, explanations, or instructions to correct errors.[9]

Any task or exertion that provides students with feedback on their learning is considered a formative test. Formative test differs from the summative test, this type of evaluation is performed at the end of a learning unit, a course, a semester, or academic year to measure student learning and achievement in total. The primary purpose of the summative test is to determine to what extent students have mastered the desired learning purposes or acquired the desired knowledge and skills after the year-end teaching .[10] The value of an formative test is not used for final decisions, whereas a summative test is used for final decisions

Therefore, it can be say that formative testing is an assessment method used by educators and students to get feedback to optimize the educational process, summative test are administered at the end a unit and are used to used to evaluate student performance relative to standards and measure the extent of student learning. Students are expected to achieve goals at a specific point in time, such as the end of the year or term.

b. Formative Test Forms

1) Formative quiz

Brief and William in Hem Chand Dayal , quick assessments made during the learning process to measure students' understanding of the newly

[9] Yangyu Xiao, "Formative Assessment in a Test-Dominated Context: How Test Practice Can Become More Productive,"*Language Assessment Quarterly* 14,no.4 (2017): 295–311 ,https://doi.org/10.1080/15434303.2017.1347789.

[10] Kashif Ishaq, Abdul Majid Khan Rana, and Nor Azan Mat Zin, "Exploring Summative Assessment and Effects: Primary to Higher Education," *Bulletin of Education and Research* 42, no. 3 (2020): 23–50.

taught materials. [11] Formative quiz a pop quiz that often takes on feedback that is valuable to students and teachers. The main purpose of formative quizzes is to identify students' learning difficulties and provide valuable information for teachers to adapt Suggest using "quick quiz" to assess students' understanding directly.

2) Performance-based tasks

The kind of assessment where students are asked to demonstrate their knowledge and skills through real activity or product. According to Stinggins & Chappuis in Tarrah C Davis and Nancy P Autin, stressed the importance of using tasks requiring students to demonstrate their knowledge and skills. The main purpose of performance-based tasks is to measure student competence and practical. [12]Performance assessments enable lecturers to observe the student learning process firsthand.

3) Class discussion

A two-way interaction between lecturer and student, or among themself that aims to build mutual understanding. According to Brookhart , Hattie in Heidi L. Andrade and Susan M. Brookhart , targeted class discussions can enable teachers to identify misconceptions and learning difficulties. Suggest use of questions that encourage students to think

[11] Hem Chand Dayal, "How Teachers Use Formative Assessment Strategies During Teaching: Evidence from the Classroom," *Australian Journal of Teacher Education* 46, no. 7 (2021): 1–21, https://doi.org/10.14221/ajte.2021v46n7.1.

[12] Tarrah C Davis and Nancy P Autin, "The Cognitive Trio: Backward Design, Formative Assessment, and Differentiated Instruction," *Research Issues in Contemporary Education* 5, no. 2 (2020): 55–70.

critically.[13] In teacher class discussions ask open questions that encourage students to think and share thoughts.

4) Immediate feedback

Information given to students as soon as they demonstrate the results of a certain learning or performance. According to Hattie and Timperley in Finch, M , direct feedback is to help students understand a fault and how to correct it. These feedback can be information about right or, attainment level, or specific improvement Suggestions[14]. By combining these various forms of formative tests, teachers can obtain comprehensive information for improving student learning.

c. Factors Influencing Formative Tests

Formative tests significantly influence students' learning processes by helping teachers evaluate their understanding of the material taught. Several factors determine the effectiveness of formative assessments, and scholars have identified key aspects that affect students' engagement and performance. Gardner in Pham Duc Thuan emphasizes that student motivation, both integrative and instrumental, plays a crucial role in shaping learning outcomes.[15] Integrative motivation, which includes the desire to engage with a culture and use language in real-life situations, often results in active

[13] Heidi L. Andrade and Susan M. Brookhart, "Classroom Assessment as the Co-Regulation of Learning," *Assessment in Education: Principles, Policy and Practice* 27, no. 4 (2020): 350–72, https://doi.org/10.1080/0969594X.2019.1571992.

[14] Finch, M. (2022). Context and cognitive levels of teachers' written feedback: Probing Hattie and Timperley's (2007) model in action in feedback for writing. *English in Australia*, *56*(3), 47-58.

[15] Pham Thuan, "Attitude and Motivation in Language Learning: A Review," *Journal of English Language Teaching and Applied Linguistics* 3, no. 5 (2021): 64–72, https://doi.org/10.32996/jeltal.

participation. Meanwhile, instrumental motivation focuses on practical goals, such as achieving high grades or advancing career prospects. Indicators of motivation include students' engagement in activities that promote cultural understanding and their focus on academic achievements.

Prior knowledge and proficiency levels are equally critical in determining the success of formative tests. Vygotsky's in Ingunn Johanne Nes Zone of Proximal Development (ZPD) suggests that learning is most effective when tasks are slightly beyond students' current capabilities but achievable with guidance.[16] Formative assessments must therefore be carefully designed to measure progressively more complex skills while bridging gaps in understanding through targeted feedback.

Additionally, Alderson in Tineke Brunfaut highlights the importance of students' familiarity with test formats and test-taking skills. Familiarity with question formats, such as multiple-choice or essay questions, reduces cognitive load during tests, allowing students to focus on the content.[17] Test simulations and practice sessions are effective strategies to build this familiarity. However, psychological factors like test anxiety, as noted by Horwitz et al., can hinder performance. Symptoms such as fear of failure and difficulty concentrating are

[16] Ness, I. J. (2023). Zone of proximal development. In *The Palgrave Encyclopedia of the Possible* (pp. 1781-1786). Cham: Springer International Publishing.
[17] Brunfaut, T. (2021). Assessing reading. In *The Routledge Handbook of Language Testing* (pp. 254-267). Routledge.

common among anxious students[18]. Teachers can mitigate this by fostering a supportive test environment and providing clear instructions.

Feedback itself plays a pivotal role, as Nicol and Macfarlane-Dick in Selda Aras argue that clear, actionable feedback fosters improvement.[19] Dweck's in Nurul Hidayah Mohamad Farok , mindset theory supports this, showing that students with a growth mindset use feedback constructively to enhance their abilities, whereas those with a fixed mindset might view feedback negatively.[20] Finally, external support from peers and parents significantly affects students' performance in formative tests. Epstein Tarissa J. Hidajat, demonstrates that parental involvement in monitoring learning progress and offering encouragement enhances motivation and confidence.[21] Similarly, collaboration with peers, such as through group discussions, expands students' understanding by exposing them to diverse perspectives.

In summary, factors such as motivation, prior knowledge, test skills, anxiety, cultural influences, feedback, and external support collectively influence the effectiveness of formative assessments. Understanding these factors enables educators to design formative tests that are more impactful and aligned with students' learning needs, ultimately contributing to better educational outcomes.

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[18] García Marín, L. (2023). Publication 1: Anxiety as a Factor Affecting Foreign Language Oral Performance and Interaction. *Study of the Variables Affecting Anxiety in the Second Language*, *17*(1), 27.

[19] Aras, S. (2023). Formative assessment to support preservice teachers' self-regulated learning in digital education. In *Pedagogy and Psychology in Digital Education* (pp. 107-118). Singapore: Springer Nature Singapore.

[20] Farok, N. H. M., & Mahmud, N. (2020). Mindset And Grit as the predictor of academic success. *Jurnal Kemanusiaan*.

[21] Hidajat, T. J. (2024). Book Review: School, Family, and Community Partnerships: Preparing Educators and Improving Schools.

d. The Formative Benefit of Tests

Important value in learning, among other things:

Formative tests enable teachers to identify students' learning difficulties and adapt teaching. Information from an formative test can be used to give feedback that is helpful to students. Formative tests encourage students to be actively involved in their learning process. Formative tests can increase the learning progress for students' learning by giving clear information about their progress

Feedback from formative tests helps students understand the purpose of learning and direct their learning efforts. Formative tests enable lecturers to adjust teaching strategies based on student learning needs. Formative tests provide feedback that focuses on the purpose of students' learning, process and self-regulation. Proper feedback from an formative test can increase self-awareness and student learning progress. Information from formative tests helps teachers identify areas that require special attention in learning. Formative tests can enhance students' performance of learning by helping them understand the purpose of learning and take steps to achieve it.

Feedback from formative tests encourages students to be actively involved in their learning process. Formative tests enable lecturers to adapt teaching based on students' learning needs. According to Susan M. Brookhart, Dylan William, John Hattie and Helen Timperley, Paul Black and Dylan

William in Andrew Davis. [22] Experts generally agree that formative tests have an important benefit in supporting effective learning, increasing involvement and learning progress for students, allowing lecturers to adjust teaching based on student's learning needs, and positive feedback can minimize negative impact from the formative test impact.

2. Impact

a. Definition of Impact

Impact or feedback effect in education context refers to the effect tests or assessments have on learning teaching. The impact effect refers to the effects that tests or tests have on teaching and learning. According to Bailey in Khilma Nahdia , the impact effect refers to how tests can affect curriculum, teaching methods, and learning activities in class. Well-designed tests can motivate students to study harder and focus their efforts on the tested material. Rather, poorly designed tests can lead to narrow teaching and focused learning only on passing exams. This means that the quality and type of tests used in schools can have a profound impact on what teachers teach and how students learn. [23]

Others experts such as Mesick in Fasih p , elaborated on this concept by explaining that the impact effect also included the social and emotional

[22] Andrew Davis, "Assessment and Evaluation," *Philosophical Foundations of Education*, 2023, 151–70, https://doi.org/10.1017/s0267190500001318.

[23] Khilma Nahdia, "Journal of English Language Teaching WASHBACK ANALYSIS OF STUDENTS' PERCEPTION AND TEACHERS' TEACHING MATERIAL OF ENGLISH NATIONAL EXAMINATION 2017 Article Info," *Journal of English Language Teaching* 6, no. 1 (2017): 92–101, http://journal.unnes.ac.id/sju/index.php/elt.

consequences of testing. [24] Tests deemed important by students and teachers can create pressures and anxiety that affect students' emotional well-being. Additionally, tests may also shape a public view of what is considered important in education, eventually affecting educational and teaching policies at various levels. Therefore, understanding and management of the impact effect is essential in efforts to improve the quality of education and teaching.

In short, defined as the effect is the significant impact that a test or exam has on teaching and learning in the classroom. These effects can influence various aspects, from curriculum and teaching methods to students' learning progress and emotional well-being. Well-designed tests can promote more effective and comprehensive learning, while poorly designed tests can lead to narrow teaching focused solely on test-passing strategies. Understanding and managing the impact effect is critical to improving the overall quality of education and teaching practices.

b. Type of Effect

Type of effect or feedback that can be caused by tests or assessments in an educational context. According to Alderson and Wall (as cited in R. Ahmmed and K.A. Rahman), the impact effect can be positive or negative. Positive impact occurs when tests encourage effective teaching and learning, while negative impact occurs when tests hinder the teaching and learning process. [25]

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[24] Fasih, P. (2022). A Critical Literature Review Concerning the Washback of Integrated Assessment on Efl Teachers and Learners. *Aktuális kihívások a szak/nyelvoktatásban*, 28.

[25] R. Ahmmed and K.A. Rahman, "Review of Empirical Studies of Washback in Language Testing," *B.M.J.* 3, no. 1 (2019): 150–62.

1) Positive Effect

Types of positive effects suggest that well-designed tests or exams can encourage desired learning outcomes and improve the quality of education. According to Alderson and Wall in Hasanudin Hasanudin et al , Increased Learning Progress Goal Setting , Tests can provide clear goals and goals for students, encouraging them to focus on achieving certain learning results. Feedback , The formative test that gives constructive feedback helps students understand their strengths and weaknesses, so it motivates them to develop. [26]

According to Bailey in Richard J. Windmill, Improved learning strategy Study habits, Students can develop effective study habits and strategies in order to perform well in tests, such as routine review and practice. Skill development Well – designed tests can encourage the development of high-level thinking skills, such as analysis, synthesis, and evaluation.[27]

Overall, positive effects can motivate students, improve teaching quality, , increase awareness of learning goals, and develop relevant skills, so good and relevant test design is essential to achieve these positive impacts.

[26] Hasanudin Hasanudin et al., "Students' Motivation in Reading Test Responses Washback Effect on Learning in Higher Education," *KnE Social Sciences* 2023 (2023): 54–71, https://doi.org/10.18502/kss.v8i4.12882.
[27] Richard J. Windmill, "Open Research Online," *PhD Thesis, The Open University* 25 (2021): 1-266.

2) Negative Effect

Types of negative effects suggest that poorly designed tests or exams can have detrimental impacts on teaching and learning. According to Shahomy in Fasih, Parima, negative effects occur Increased anxiety and stress Test pressure, High - risk tests can cause anxiety and stress, which can have a negative impact on a student's overall performance and well-being. [28] The fear of failure, the fear of poor performance can discourage students from taking risks and experimenting with new learning strategies.

According to Bachman & Palmer in Safitri , Reduced learning progress Extrinsic learning progress, Excessive emphasis on tests can transform students' learning progress from intrinsic (learning for learning) to extrinsic (learning in order to take a test well), which can reduce long-term involvement and interest in the subject. Disengagement ,continual tests can cause fatigue and disengagement, especially if students do not see the relevance or value of the test. [29]

Therefore, the negative effect can affect the overall quality of education, decrease student learning progress, increase stress, and disengagement indicating the importance of test design that is holistic and relevant to comprehensive educational goals.

[28] Parima Fasih, "A Critical Literature Review on the Washback Effect of Task-Based Vocabulary Assessment on Iranian EFL Learners," *Frontiers in Education* 7, no. October (2022): 1–11, https://doi.org/10.3389/feduc.2022.950203.
[29] Fasih.

c. Factor Affecting the Effect

Some factors can influence the effect or feedback of tests in educational context. According to Alderson And Wall in Saraswati Dawadi , the factors that influenced impact include the objectives of tests, test formats, test difficulties, assessment methods, and the scope of matter that is tested. [30] Well-designed tests and clear formats, as well as material consistent with the purpose of study, tend to produce a impact positive.

On the other hand, tests that have unclear objectives or are not in accordance with teaching practices can cause negative effect. Also, Bachman And Palmer (as cited in Anikó Mátyás) , emphasized that teachers' characteristics, such as their understanding of tests, beliefs, and teaching skills, play an important role in determining effect. [31] Competent lecturers and well-informed test objectives tend to integrate them into more effective teaching practices.

So, as discussed above, effect is a very complex idea. It can refer to the effect of exams in the classroom, but also in schools, in the education system, and also in society. Furthermore, this effect is not always direct, but is mediated by a number of factors, such as teachers' perceptions of the exam, the status of the exam, and the subjective conditions of the exam—if it is the material being tested, the macro context in which the exam is used, the

[30] Saraswati Dawadi, "Factors Influencing Washback of a High-Stakes English-as-a-Foreign-Language Test," *Tesl-Ej* 25, no. 3 (2021): 1–16.
[31] Anikó Mátyás, "Promoting Positive Washback of the Language Exam with the Assistance of Teachers," *Freeside Europe Online Academic Journal*, no. 14 (2023): 1–14, https://doi.org/10.51313/freeside-2023-04.

language learning goals in the context, and so on. so that it can affect students' learning.

3. Learning Progress

The word learning progress is vital in most areas of learning. Everyone needs learning progress when they have to do something to be successful. Without learning progress, almost everyone would not make the effort needed. Many factors depend on learning progress, such as learning English at school because it has a powerful influence on learning English. If students are not motivated, they do not risk learning English and even give understanding to learn it. As a result, learning progress was considered an important element in the success of learning English in class. To develop an understanding of learning progress, everyone needs to know what learning are, their kinds, factors, and functions.

a. Definition of Learning

Learning English is not easy for Indonesian students because English is not learned as a second language but is learned as a foreign language. It means the students only practice English in the classroom. Hence, an English lecturer requires much effort to help students accomplish the purpose of learning. One of the efforts was to increase their learning progress for learning English. Learning Progress is something that makes a person happy and eager to do something he or she wants to do.

According to Gardner in Pham Thuan, learning progress refers to a combination of desires and efforts made to achieve a goal; This connects the

individual's reasons for any activity such as language study with a series of behaviors and degrees of effort made in achieving the goal. [32] In addition to that learning progress can also be said to be the reason for acting in accomplishing a particular purpose, which can be the purpose for which a person will act or do something. Likewise Harmer in Evi Kasyulita and Armelida, learning progress is an internal drive that drives a person to do something in order to achieve something. [33]

From the standpoint of researcher, it is the view that learning progress is a force that impels a person to act in the desired activity. Thus, each student with learning progress will have such a strong impact on his or her will that the student will be stoked to act and act toward a goal. Thus, learning progress plays an important role in learning so that it can influence, inspire, and sustain student activities become more enthusiastic and enthusiastic in learning and eager to achieve maximum results.

b. Kinds of Learning

Learning Progress in learning is sorely needed. Success in the purpose of learning depends on the enthusiasm of the student who participates in the learning activity. Each student has his own learning, in general, the learning comes from both directions, which is the learning progress from within the student's own (intrinsic learning progress) and

[32] Thuan, "Attitude and Motivation in Language Learning: A Review."
[33] Evi Kasyulita and Armelida, "An Analysis of Students' Motivation in Learning English After Given Rewards At the Eight Grade Students' of Smpn 3 Rambah," *JEE (Journal of English Education)* 5, no. 1 (2019): 23–36, https://doi.org/10.30606/jee.v5i1.551.

external learning progress (extrinsic learning progress). According to the Deci learning progress there are two kinds, which is. [34]

1) Intrinsic Learning

Intrinsic learning progress is an activity for which there is no obvious reward except for the activity itself. People seem to engage in it for their own sake and not because it earn rewards. Intrinsically motivated behavior seems to produce internal reward consequences, such as feelings of competence, learning out of curiosity, students learning because they want to know more about the subject. Personal interest, students have a personal interest in the subject matter and feel happy studying it. Challenge, students feel encouraged to complete challenging assignments and feel proud when they succeed in doing so. Personal satisfaction, students feel satisfied with their achievements in learning, regardless of external rewards. [35]

Intrinsic learning progress exists in the individual, in another sense intrinsic learning progress exists in the relationship between the individual and the activity. People are intrinsically motivated to perform certain activities and nobody else, and not everyone is intrinsically motivated for certain tasks. Since intrinsic learning progress exists in relationships among person and duty, some writers have defined intrinsic learning progress the term the task is interesting while others define it in a particular term the satisfaction one intrinsically gets .

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[34] Ryan and Deci, "Intrinsic and Extrinsic Motivation from a Self-Determination Theory Perspective: Definitions, Theory, Practices, and Future Directions."

[35] Magda Pašalić, "Teachers' Motivational Behaviour and Students' Motivation in EFL Classes," *Školski Vjesnik* 72, no. 2 (2023): 75–92, https://doi.org/10.38003/sv.72.2.5.

2) Extrinsic Learning Progress

Extrinsic learning progress is the urge to do something because of an external reward or punishment. In an educational context, students who have extrinsic learning progress learn because they want to get good grades, praise from teachers, or avoid punishment. Grades, students study to get good grades. Awards, students learn to get awards or prizes. Recognition, students learn to get recognition from lecturers, parents, or classmates. Punishment, students learn to avoid punishment or negative consequences, according to Deci, in Magdalena Ardenska. [36]

Extrinsic means external or outside the student. This type of learning progress is everywhere and is often used in society. When students are motivated to achieve, learn or do something based on a highly valued outcome, rather than because of the development or enjoyable learning provided in an experience, the student is being extrinsic motivated.

Students are extrinsic motivated to study for outside influences such as getting credit, good grades or any kind of reinforfication a lecturer can give . He also cites examples such as trophies, money, discounts, grades, admission into programs or schools, higher percentage of the commission, new clothing and weight loss are examples of extrinsic learning progress.

[36] Magdalena Ardenska, Agnieszka Ardenska, and Rajmund Tomik, "Validity and Reliability of the Polish Version of the Academic Motivation Scale: A Measure of Intrinsic and Extrinsic Motivation and Amotivation," *Health Psychology Report* 7, no. 3 (2019): 254–66, https://doi.org/10.5114/hpr.2019.86198.

c. The Motivating Function

Learning Progress as a driving mental force the process of spiritual learning must continue to be cultivated in students in order to achieve satisfying results. Therefore, both students and lecturers need to understand the function of learning progress in order to preserve and increase it optimally.

According to Sadirman in Putra Suharnadi, Neviyarni S, and Herman Nirwana, that study is essential for learning progress. Learning results are optimal when there is learning progress. Learning outcomes will be optimal if there is learning progress. The more appropriate the learning progress used, the more successful learning will be. So learning progress always determines the intensity of students' learning efforts. In connection with this, there are three functions of learning progress in learning, that is. [37]

1. Encouraging students to act, learning progress in this case is the driving force before carrying out learning activities
2. Learning Progress determines the direction of action, learning progress in this case is action towards the goal to be achieved, so that learning progress can provide direction and activities that must be carried out in accordance with the planning formula.
3. Choice of action, learning progress in this case is determining the behavior that must be carried out in accordance with the goal by abandoning behavior that is not useful for the goal.

[37] Putra Suharnadi, Neviyarni S, and Herman Nirwana, "The Role and Function of Learning Motivation in Improving Student Academic Achievement," *Manajia: Journal of Education and Management* 2, no. 1 (2024): 1–8, https://doi.org/10.58355/manajia.v2i1.25.

Researcher think that there is no incentive to provide the right alternative if instead, that achievement is the learning for students. When this happens the learning progress will be temporary and not permanent. Researcher conclude that there are four underlying learning functions first, as a guide to research. Second, as a framework for managing certain information. Third, explain simple events in a complex way. Fourth, reorganizing important experiences.

d. Factors Affecting Learning in Learning English

Learning Progress is one of the key factors in determining success or failure to learn. By Filgona, states that motivated students are willing to learn more and faster than students who are not motivated. Unmotivated students tend to be distracted during study, disobey lecturers and school rules, and sometimes cause discipline problems in the classroom. On the other hand, motivated students tend to be more active and more attentive to classroom learning and activities.

There are four factors that can influence a student's learning progress include:[38]

a) Activity in the Learning or Teaching Process

This factor is important because most of the demands of the student on the subject depend on the type of activity developed in the classroom.

b) The end Result

[38] Jacob Filgona et al., "Motivation in Learning," *Asian Journal of Education and Social Studies* 10, no. 4 (2020): 16–37, https://doi.org/10.9734/ajess/2020/v10i430273.

This factor is associated with the outcome in which a good outcome must be understood as reward for the students, whereas a bad result is similar to punishment. In this case, learning progress is the consequence of this result, students with good results will be more motivated than students with bad scores.

c) Internal Learning Progress

This factor relates to the internal thrust of the students about the subject as a consequence of previous experiences and the use of the subject in their daily lives.

d) External learning progress

These factors are associated with external stimuli such as reward or punishment.

B. Review of Previous Studies

Relevant research is used to find out research obtained after and before research by previous researcher. Therefore, it is necessary to compare with previous researcher whether there are similarities and differences with the researcher who researched it. Here are Several studies have explored the role of formative assessment, feedback, and their impacts on students' learning, motivation, and self-regulated learning in English as a Foreign Language (EFL) contexts. Putri, Munir, and Anam investigated students' perceptions of teacher feedback and its influence on self-regulated learning. The study revealed that teacher feedback was perceived both positively and negatively by students, contributing to the development of self-regulated

learning strategies such as goal setting, monitoring, and self-evaluation.[39] However, this study did not specifically examine the effects of formative tests on students' learning.

Similarly, Rahman, Hasan, Namaziandost, and Seraj focused on the challenges in implementing a formative assessment model, School-Based Assessment (SBA), in Bangladeshi secondary schools. Their findings identified barriers such as insufficient teacher training, large class sizes, and lack of supervision, emphasizing systemic issues rather than the direct impact of formative tests on learning outcomes.[40] In another study, Dmitrenko, Budas, Koliadych, and Poliarush examined the relationship between formative assessment and students' motivation to acquire English for professional purposes. Their findings showed that high levels of formative assessment, coupled with immediate feedback and self-assessment, significantly enhanced motivation and language proficiency.[41] However, the study focused primarily on motivation rather than the specific effects of formative tests on academic performance.

Similarly, Muho and Taraj explored the impact of formative assessment practices, including strategic questioning and peer assessment, on students' motivation to learn English. Their study concluded that strategic

[39] Nanin Verina Widya Putri, Ahmad Munir, and Syafi'ul Anam, "Students' Perceptions of Teacher Feedback in EFL English Class and Their Self-Regulated Learning after Receiving Feedback," *Journal on English as a Foreign Language* 11, no. 1 (2021): 42–60, https://doi.org/10.23971/jefl.v11i1.2237.

[40] Kh Atikur Rahman et al., "Implementing a Formative Assessment Model at the Secondary Schools: Attitudes and Challenges," *Language Testing in Asia* 11, no. 1 (2021), https://doi.org/10.1186/s40468-021-00136-3.

[41] Natalia Dmitrenko et al., "Impact of Formative Assessment on Students' Motivation in Foreign Language Acquisition," *East European Journal of Psycholinguistics* 8, no. 2 (2021): 36–50, https://doi.org/10.29038/EEJPL.2021.8.2.DMI.

questioning was the most influential factor, but it did not assess how formative tests influence learning outcomes directly[42]. Finally, Ferdinal and Isramirawati , investigated the impact of formative assessment on the academic achievement of Indonesian students in an English course. The findings indicated an improvement in students' academic performance after formative assessments, but a decline in students' attitudes and behaviors was also observed. This study provided insights into the academic benefits of formative assessments but did not focus on students' perceptions of formative tests. [43]

The current study, builds upon these previous studies by focusing specifically on the effects of formative tests on students' learning processes and outcomes. Unlike earlier research that primarily addressed feedback, motivation, or systemic challenges, this study centers on students' experiences and performance in response to formative tests in an Indonesian EFL context. By examining this relationship, the study aims to fill the gap in understanding the role of formative tests in enhancing students' learning outcomes in English.

[42] Anita Muho and Gentjana Taraj, "Impact of Formative Assessment Practices on Student Motivation for Learning the English Language," *International Journal of Education and Practice* 10, no. 1 (2022): 25–41, https://doi.org/10.18488/61.v10i1.2842.

[43] Ferdinal and Isramirawati, *"The Impact of Formative Assessment on Students ' Academic Achievement A Case Study of English Students of Faculty of Humanities* ," 506 (2021): 126–34.

CHAPTER III

RESEARCH METHODOLOGY

The topics covered in this chapter relate to the methodology used for this study. The following topics are covered in the discussion: Kind of the Research, Subject of the Research, Techniques of Collecting Data, Instrument of the Research, Data Analysis Technique, and Triangulation/Trustworthiness.

A. Kind of the Research

This kind of research is qualitative. A qualitative research method, according to Creswell (as cited in Nanna Mik-Meyer), is a strategy or attempt to investigate and understand a key topic.[44] The researcher used a descriptive approach in this investigation. The Descriptive Technique is research that aims to know correctly, factually, and methodically describes the state of a population.[45]

In this study, researcher used descriptive methods because the researcher wanted to how does the impact of English formative test on TBI students' learning in intensive class. The case study design enables an in-depth exploration of the phenomenon within its real-life context, emphasizing the participants' experiences and perceptions.

B. Subject of the Research

The study was conducted at IAIN Curup, particularly within the Tadris Bahasa Inggris (TBI) Department. The Intensive Course (IC) is a foundational program aimed at enhancing students' English proficiency

[44] Nanna Mik-Meyer, "Multimethod Qualitative Research," *Qualitative Research*, 2020, 357–74.
[45] Aurini, J. D., Heath, M., & Howells, S. (2021). *The how to of qualitative research*. Sage.

through rigorous training and assessments, including formative tests. This research was carried out during the 2022 academic year, ensuring that data reflects current teaching and testing practices. The researcher selected the subjects in this study using purposive sampling techniques. Purposive sampling is a non – probability sampling method that takes non-random samples and takes into account the characteristics of the number of samples to be taken. One type of purposive sampling is a criterion. Where the sample is selected, it is the whole participant that meets the criteria that have been specified.[46] There are several considerations based on the characteristics of this study, such as

The participants in this study were selected using purposive sampling, focusing on students with the lowest performance scores in the formative tests. From a total of 57 TBI students enrolled in the IC program, a subset of participants was chosen based on their test results. This sampling technique ensures that the study captures the experiences of students who may face significant challenges in the learning process and are most affected by formative assessments.

The criteria for participant selection were as follows:

1. Students who scored in the lowest quartile of the formative test results.
2. Students who were willing to participate and provide consent for the study.
3. Students who regularly attended the IC program sessions.

[46] Esezi Isaac Obilor, "Convenience and Purposive Sampling Techniques: Are They the Same?," *International Journal of Innovative Social & Science Education Research* 11, no. 1 (2023): 1–7, www.seahipaj.org.

This study involved 9 respondents for interviews out of a total population of 57 students, employing a qualitative research approach. The selection process utilized the stratified sampling technique to ensure that the sample represented the diversity of the population, grouped into three categories based on academic performance: high, moderate, and low scores. The decision to limit the number of interview respondents to 9 was guided by the principles of qualitative research, which prioritize depth of analysis over sample size. According to Patton & Creswell, the sample size in qualitative research does not need to be large, as the primary focus is on information-rich cases that provide in-depth insights into the phenomenon under study.[47]

Additionally, the theory of *data saturation* by Guest et al. suggests that a sample size of 6–12 respondents is sufficient to achieve data saturation in qualitative research.[48] In this context, 9 respondents were deemed adequate for obtaining rich and comprehensive data to understand students' experiences with formative tests. To ensure proportional representation, the number of respondents from each score category was calculated based on the percentage of the total population within that category.

The results of the calculations and the final distribution are summarized in Table 1.

[47] Ishtiaq, Muhammad. "Book Review Creswell, JW (2014). Research Design: Qualitative, Quantitative and Mixed Methods Approaches . Thousand Oaks, CA: Sage." *English Language Teaching* 12, no. 5 (2019): 40.

[48] Guest, Greg, Emily Namey, and Mario Chen. "A simple method to assess and report thematic saturation in qualitative research." *PloS one* 15, no. 5 (2020): e0232076.

Table 3.1 Distribution of Interview Respondents Based on Score Categories

Score Category	Number of Students	Percentage	Number of Interview Respondents
High	20	35 %	3
Moderate	25	44 %	4
Low	12	21 %	2
Total	57	100 %	9

The number of respondents per category was calculated using the formula:

The proportion of each category was calculated using the formula:

$$\text{Percentage} = \left(\frac{\text{Number of Students in the Category}}{\text{Total Respondents}} \right) \text{X } 100$$

Based on these calculations :

For the high score category :

$$\text{Percentage} = \left(\frac{20}{57}\right) X\ 100 = 35\ \%$$

For the moderate score category :

$$\text{Percentage} = \left(\frac{25}{57}\right) X\ 100 = 44\ \%$$

For the low score category :

$$\text{Percentage} = \left(\frac{12}{57}\right) X\ 100 = 21\ \%$$

Number of Respondents per Category =

$$\text{Total Interview Respondents X } \frac{\text{Category Percentage}}{100}$$

The calculations are as follows :

a. High score (35%):

$$9 \text{ X } \frac{35}{100} = 3.15 \ \rightarrow Rounded\ to\ 3\ students$$

b. Moderate score (44 %) :

$$9 \text{ X } \frac{44}{100} = 3.96 \rightarrow Rounded\ to\ 4\ students$$

c. Low score (21 %) :

$$9 \text{ X } \frac{21}{100} = 1.89 \rightarrow Rounded\ to\ 2\ students$$

These adjustments were made to maintain a balanced distribution and ensure the representation of each category in the interviews. The selection of 9 interview respondents was conducted to ensure a proportional and representative distribution of the population. The *stratified sampling* technique ensured that students from the high, moderate, and low score categories were fairly represented. This number aligns with the theories presented by Patton and Guest et al., emphasizing that qualitative research relies on small but information-rich samples to achieve in-depth analysis.

From the 57 students, 9 respondents were chosen for interviews, representing low, moderate, and high performance levels. The distribution of respondents is shown in the table below:

Respondent Code	Performance Level	Reason for Selection
R1	50	Represents low scores
R2	73	Represents moderate scores
R3	20	Represents low scores
R4	87	Represents high scores
R5	66	Represents moderate scores
R6	80	Represents high scores
R7	66	Represents moderate scores
R8	80	Represents high scores
R9	73	Represents moderate scores

This sampling strategy ensured representation of diverse performance levels, providing a holistic view of how formative tests impact students with varying abilities.

C. Techniques of Collecting Data

The data collection technique in this research is based on the type of research carried out by researcher, that is qualitative research. The techniques used are interviews and dokumentation.

1. Interview

This study specifically chose interviews over questionnaires because interviews allow for an in-depth exploration of the impact of *k* from formative tests on students' motivation, particularly within the context of the intensive course that is the focus of this research. Creswell emphasizes that interviews are highly effective in qualitative research as they enable a detailed examination of individual experiences, which structured questionnaires cannot fully capture[49]. In the context of the intensive course, interviews are crucial as the success or significance of the program is largely determined by the effects felt and perceived by the students.

According to Kvale, interviews provide respondents with the freedom to express their views openly, yielding rich and comprehensive data on how formative tests influence their motivation. [50] Furthermore, Patton highlights that interviews are well-suited for studies with small sample sizes, allowing for an in-depth exploration of complex phenomena[51], such as motivational changes caused by intensive learning

[49] Ibid 33
[50] Roberts, Rosanne E. "Qualitative Interview Questions: Guidance for Novice Researchers." *Qualitative Report* 25, no. 9 (2020).
[51] Ibid P. 38

methods. Through interviews, the researcher can thoroughly assess whether the *intensive course* achieves its educational objectives based on students' experiences, providing a solid foundation for evaluating and improving the program's effectiveness.

Carrying out semi-structured interviews is more flexible than conducting structured interviews. This kind of interview asks the parties invited for an interview to ask for their opinions and suggestions to identify problems more directly.[52] Semi-structured interviews take place where the interviewer does not exactly adhere to a predetermined questionnaire. To conduct this interview, questions were asked about how does the impact of an English formative test on TBI students' learning in intensive course class. In this research, the researcher used semi-structured interviews because the researcher wanted to go beyond simply following the questions in the interview guide and wanted to learn more about how to apply learning progress to students in the classroom.

2. Documentation

Documentation is used to obtain direct data for research. It is intended to complement the data obtained from interviews. Therefore, in this study, the author conducts research by making important notes related to the required data from informants to support the validity of the obtained

[52] Saepudin Mashuri et al., "Semi-Structured Interview: A Methodological Reflection on the Development of a Qualitative Research Instrument in Educational Studies," *IOSR Journal of Research & Method in Education* 12, no. 1 (2022): 22–29, https://doi.org/10.9790/7388-1201052229.

data, such as photos and voice recordings during interviews. The researcher directly obtains the documentation results from formative tests and evidence from interviews with students of the English department, thereby gathering several things related to the research. In the documentation, the researcher found data in the form of a list of students who participated in the interviews and documents regarding the results of formative tests conducted by the students to strengthen the research data. The documentation found by the researcher is very relevant to the results of this study because it is directly proven in the analysis and has been accurately applied.

D. Instrument of the Research

Researcher also use instruments such as:

1. Interview Guidance

The interview method was chosen to explore in-depth information about students' motivation, experiences, and perceptions related to formative tests. Interviews allow for qualitative data mining, such as students' subjective views on the influence of formative tests on their learning motivation. Sugiyono stated that interviews are very effective for understanding complex phenomena in qualitative descriptive research.[53] Respondents selected for interviews were students who represented each stratum (high, medium, low scores) and were willing to provide relevant and in-depth information.

[53] Djoko Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D, Penerbit Alfabeta*, 2016.

Theories of Alderson and Wall, Messick, and, Bachman & Palmer. Theories underlying positive and negative impact effects. Daci & Ryan's theory, in particular, is used by researcher as well as. Theories underlying learning progress in students. Second, researcher designed a number of indicators for this research. After analyzing the ideas, the researcher looked for each goal theory. Next, these indicators are constructed by taking into account the theory's own explanation of the problem. Third, the researcher came up with a number of questions. By paying attention to the signs, questions are developed. Researcher used the questions in this interview guide. used in this research to overcome the problem. By using a combination of stratified sampling and interview techniques, this study is expected to provide a comprehensive and in-depth picture of the influence of formative tests on students' learning motivation.

Table 3.2

Interview Guidance Impact on Formative Test

No	Aspect	Indicators	Sub – Indicators	Questions
1.	The impact of English formative test on TBI students' learning in intensive course	1) Positive Effects	1. Increased Learning	a. Do formative tests help you set learning goals? Can you give specific examples? b. How does feedback from formative tests affect your motivation to learn English? Are there any examples of times when feedback helped you improve your weaknesses?
			2. Improved Learning Strategy	c. Do formative tests help you develop better learning strategies? Can you share your experiences? d. Do you feel more confident in using your English skills after taking a formative test? What are some examples of situations that made you feel more confident?
		2) Negative Effects	1. Increased Anxiety and Stress	e. Do you feel stressed when taking a formative test? Where does this stress come from? f. How do you react to unsatisfactory results from a formative test? Does this motivate you to study better?
		3) Intrinsic Learning	1. Curiosity	g. How do formative tests affect your curiosity about learning English? Do they make you more interested?
			2. Personal Interest	h. How do formative tests affect your personal interest in learning English? Do you focus more on topics that interest you?
			3. Challenge	i. How do formative tests help you face the challenges of learning English? Do they have any significance to you?
			4. Personal Satisfaction	j. How does the personal satisfaction of mastering new English material affect you? Do you feel satisfied with the

				achievement?
		a. Extrinsic Learning	1. Grades	k. How do you feel when you receive your grades on formative tests? Do they affect your motivation to study harder?
			2. Recognition or Appreciation	l. Does recognition or appreciation from others affect the way you learn English? Can you explain the effects?
			3. Punishment	m. How does the threat of punishment affect your approach to learning English? Do you focus more on certain tasks to avoid punishment?

E. Data Analysis Technique

Data obtained from interviews and documentations were analyzed using the Miles and Huberman data analysis model. The components above can be explained as shown in the following image.

1. Data Collection

   The data collection stage involves two main activities in the study of the effects of English formative tests on TBI students' learning. First, the researcher conducted in-depth interviews with TBI students to understand their experiences related to formative tests and their impact on the learning process. Second, the researcher collected various supporting documentation such as formative test results, learning notes, and other relevant documents that could provide a comprehensive picture of the effects of the test.

2. Data Reduction

   The data reduction stage focuses on sorting and organizing the data that has been collected. The researcher selected interview results that were specifically related to the effects of formative tests on learning. The data were then categorized based on several key aspects such as the impact on learning motivation, the effect on understanding the material, the effect on learning strategies, and changes in academic performance. This process helps simplify the data while maintaining relevant information to answer the research questions.

3. Draw Conclusions and Verify

The conclusion drawing stage is the final analysis process where the researcher identifies patterns and relationships from the reduced data. The researcher makes conclusions about how formative tests affect TBI students' learning based on the existing findings. These conclusions are then verified with evidence from interview data and documentation to ensure their validity. This entire process is directed at answering the research questions about the effects and implementation of formative tests comprehensively.

F. Triangulation / Trustworthiness

In this research, researcher used data triangulation. Data triangulation to verify the correctness of the information obtained from research. It is a multimode approach to collecting data to obtain a higher degree of truth of the research phenomenon as well as a better understanding of the phenomenon itself.[54] In this type of research, it is important for researcher to combine multiple methods to measure phenomena from different perspectives for a higher degree of accuracy to reduce bias in research results.

Researcher used the triangulation method. In this research, researcher used interviews , documentation, and validation to obtain correct information. The various sources above can answer research phenomena from different perspectives.

[54] Anita Bans-Akutey and Benjamin Makimilua Tiimub, "Triangulation in Research," *Academia Letters*, no. October (2021), https://doi.org/10.20935/al3392.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presented the findings from documentation and interview . The goal of this research was to investigate the effects of an English formative test on TBI students' learning especially in English. To investigate the implementation effects of formative test on the students' learning is especially in English. In collecting the data, the researcher used interview guidance for interview and analysis documentation. This chapter entails of research Finding and Discussion.

A. Findings

1. The impact of English formative test on TBI students' learning in intensive course class

The researcher discusses and presents the findings from the documentation and interviews in this chapter. Based on the phenomenon that the researcher found in the intensive course class attended by semester 2 students in the 2022 academic year and the interview respondents in this study were semester 5 students, where in the intensive course the lecturer used a formative test as explained by the researcher in chapter I. The objective of this study was to find out the impact of English formative test on TBI students' learning in intensive course class .

Research to identify the effect of formative English tests on students' learning. The data in this study were obtained through semi-structured interviews with several informants, students who had taken the formative

English test. The researcher conducted direct interviews with respondents and voice recordings. The interview took place from July 21 to July 24, 2024 with a total of 9 TBI students as respondents who were grouped into three categories of low scores, medium scores, and high scores. This is in response to the initial research question, "How does the impact of English formative test on TBI students' learning in intensive course class?" The formative tests that are the focus of this study are formative quizzes, class discussions, direct feedback, performance - based assignments. The impact of student in this study will be seen and illustrated from the perspective of whether the test has a positive or negative effect on the learning process and its effects on the way students learn.

Score Category	Positive Impact	Negative Impact
High	1. Ability to set clear and actionable learning goals (e.g., improving pronunciation, addressing weaknesses). 2. High motivation driven by clear and constructive feedback. 3. Well-organized and diverse learning strategies (e.g., watching movies, structured study schedules). 4. Strong confidence in using English in various contexts.	No significant negative impacts detected.
Moderate	1. Improved ability to identify areas of improvement and set	Moderate stress related to the desire for good performance. This could

	targeted learning goals. 2. Increased motivation through specific and constructive feedback. 3. Emerging learning strategies (e.g., using podcasts, learning apps). 4. Moderate increase in confidence in specific skills like writing and speaking with friends.	potentially become negative if not managed well, but it can also serve as a productive driver when directed appropriately.
Low	None identified as strictly positive due to significant barriers.	1. High levels of stress stemming from fear of failure and disappointing lecturers. 2. Negative reactions to unsatisfactory results, often leading to decreased motivation or giving up. 3. Lack of structured learning strategies, causing inefficiency.

Students with high scores exhibit significant positive impacts across all aspects studied. They are able to maximize the use of feedback to set goals, develop organized learning strategies, and build strong self-confidence, with no notable negative effects observed. Meanwhile, students with moderate scores experience benefits in boosting motivation and begin to develop learning strategies, although they also face moderate stress that needs to be managed to avoid disrupting productivity. On the other hand, students with low scores encounter more negative impacts, including difficulties in understanding feedback, high levels of stress, negative reactions to poor

outcomes, and a lack of effective learning strategies. These challenges limit their ability to fully benefit from formative assessments.

a. Positive effect

1. Increased learning

The researcher found various views of students towards formative tests from the interview questions. The impact of formative tests on setting learning objectives, as indicated by respondents with low, medium and high scores as quoted in the following interview according to. Respondents with low scores stated that formative tests did not help them in setting learning objectives. They admitted that they did not understand how to determine objectives from the test results. For example, Respondent 1 said,

"No, the test is just a formality I don't know how to set learning objectives from it,"

while Respondent 3 mentioned,

"I just complete the assignment without thinking much about the objectives."

The researcher findings indicate that respondents with low scores lack the ability to analyze test results as a basis for setting learning objectives. In conclusion, students with low scores need more explicit guidance to translate test results into clear learning objectives. In contrast, respondents with medium scores showed a better understanding in setting learning objectives. They were able to identify areas that needed improvement based on the test results. Respondent 5 stated,

"I realized that I needed to improve my grammar and listening skills,"

and Respondent 2 shared,

"The test results helped me identify weaknesses in vocabulary."

The researcher findings highlight the importance of clear and specific feedback in helping students set learning goals. In conclusion, students with average scores can use test results to set more targeted learning goals. Respondents with high scores reported significant benefits in setting clear and actionable learning goals. Respondent 8 noted,

"Formative tests help me set targets, such as improving my pronunciation and speaking,"

while Respondent 4 emphasized,

"The test provides a roadmap to address specific weaknesses."

The researcher findings revealed that students with high scores have good analytical skills to make the most of test results. In conclusion, students with high scores can use test results as an effective tool for learning planning.

Some students also stated that formative tests, reflecting their responses to the interview question about how feedback from formative tests affected their learning progress in learning English. The following is a shortened version of the question that provides examples of situations where feedback helps you improve their weaknesses, because they want good results and receive positive feedback from the lecturer. Respondents with low scores experienced limited motivational impact from formative tests. They reported confusion or discouragement due to unclear feedback. Respondent 1 stated,

"I often do not understand what needs to be improved,"

while Respondent 3 commented,

"Feedback sometimes helps, but often it is not clear."

The researcher findings indicate that unclear feedback is a major barrier for respondents in this group to improve their motivation. In conclusion, students with low scores need clearer feedback to improve their motivation. Respondents with medium scores found feedback to be quite motivating, especially if it is specific and constructive. Respondent 5 stated,

"Feedback motivates me, especially if there are examples for improvement,"

and Respondent 9 shared,

"Direct suggestions from the teacher are very helpful."

The researcher findings underscore that specific feedback increases students' confidence in addressing their weaknesses. In conclusion, students with average scores showed increased motivation when given targeted feedback. In contrast, respondents with high scores experienced high levels of motivation from formative test feedback. They appreciated the clarity and practical nature of the directions. Respondent 8 stated,

"Feedback motivates me because it provides clear directions,"

and Respondent 4 emphasized,

"Feedback gives me confidence and focus to improve."

The researcher findings confirm that a positive mindset toward self-evaluation and improvement enables students with high scores to make the

most of feedback. In conclusion, students with high scores use feedback as a primary driver for continued improvement.

2. Improved Learning Strategy

Impact of formative testing on better learning strategies, where formative testing has an impact on some students as they develop learning strategies. This answers one of the interview questions, explain how formative testing has helped you develop better learning strategies, including specific examples from respondents. Respondents with low scores reported a lack of learning strategy development. They generally engaged in unstructured study habits. Respondent 1 noted,

"I study without a specific strategy,"

and Respondent 3 shared,

"I study randomly without knowing if it is effective."

The researcher findings suggest that this lack of learning strategies can worsen their learning outcomes. In conclusion, students with low scores need training to develop more effective learning strategies. Respondents with medium scores indicated a strategic approach that began to develop that was influenced by formative testing. Respondent 5 stated,

"I started studying more regularly by listening to English podcasts,"

and Respondent 7 added,

"I am more focused using learning apps."

The researcher findings suggest that these simple learning strategies have begun to support their learning effectiveness. In conclusion, students

with medium scores are beginning to develop learning strategies that support their progress. Respondents with high scores demonstrated well-organized strategies. Respondent 8 noted,

"I read books and watch movies without subtitles to improve comprehension,"

And Respondent 6 shared,

"I maintain a structured schedule for practice and review."

The researcher findings suggest that students with high scores tend to take the initiative to integrate more diverse and planned learning practices. In conclusion, students with high scores have structured and effective learning strategies.

The formative test also had an impact on some students, with various responses about feeling more confident in using their English language skills. This interview question answers explain how taking the formative test has increased your confidence in using your English language skills, and provide examples of situations where this increased confidence was evident, with students, as quoted from the following interviews according to. Respondents with low scores did not report an increase in confidence. Instead, they often felt anxious. Respondent 1 Mentioned,

"I am still afraid of speaking in front of others,"

and Respondent 3 stated,

"I get nervous even when writing simple sentences."

The researcher findings suggest that this anxiety can hinder the development of their language skills. In conclusion, students with low

scores need support to build their confidence in using English. Respondents with medium scores showed moderate increases in confidence, especially in certain skills. Respondent 5 shared,

"I feel more confident in writing because I know my common mistakes,"

and Respondent 2 stated,

"I am more comfortable talking to friends."

The researcher findings suggest that these increases in confidence reflect the effectiveness of feedback that helps students recognize their small progress. In conclusion, students with medium scores showed increased confidence through constructive evaluation. Respondents with high scores showed significant increases in confidence, especially in practical use. Respondent 8 noted,

"I feel more confident in conversations because I understand my mistakes,"

and Respondent 4 stated,

"I can speak fluently and clearly."

The researcher findings confirmed that this confidence came from a combination of good learning strategies and a deep understanding of the feedback. In conclusion, students with high scores showed solid confidence as a result of a directed learning process.

The results of the interview analysis showed that the English formative test had a diverse impact on students' learning process. This impact was clearly seen in four main aspects of interrelated learning. In terms of setting learning goals, there were significant differences between

groups of students based on their ability levels. Students with low scores had difficulty translating test results into concrete learning goals, while students with average scores were able to identify areas for improvement, and high-achieving students succeeded in setting specific and actionable learning goals.

In terms of motivation, feedback from the formative test produced different responses. Students with low scores tended to feel confused and less motivated due to the unclear feedback they received. In contrast, students with average scores showed increased motivation when receiving specific and constructive feedback. Meanwhile, students with high scores were able to use feedback as a main driver for their continuous self-development.

In the context of learning strategies, the patterns that emerged showed a clear gap. Students with low scores tended to learn without a clear structure and strategy, while students with average scores began to develop strategic approaches such as listening to podcasts and using learning applications. High-achieving students showed a more comprehensive approach by integrating various learning methods such as reading books, watching movies without subtitles, and maintaining a structured study schedule.

The last aspect that was affected was students' confidence in using English. Students with low scores still experienced anxiety and fear in using English, especially in communication situations. Students with

medium scores showed a moderate increase in confidence, especially in certain skills such as writing and speaking with friends. Meanwhile, students with high scores showed strong confidence in various language use situations, supported by a deep understanding of their abilities and the feedback received.

In conclusion, this study revealed that the effectiveness of formative tests is highly dependent on students' initial ability levels. The higher the students' abilities, the greater the benefits they can get from formative tests. This finding implies the need for a more differentiated approach in providing feedback and support to students, especially those with low scores, in order to optimize the benefits of formative tests in the English learning process.

b. Negative Effect

1. Increased Anxiety and Stress

On the contrary, some students with varying degrees felt that formative exams increased their stress and anxiety levels, which actually motivated their learning. Although they felt burdened by the frequent pop-up exams and felt pressured to meet certain standards. This is like the students' responses to the interview questions that reveal your feelings about stress in taking formative exams and identify the sources of this pressure. as quoted below according to Respondents with low grades experienced high levels of stress, often stemming from fear of failure. Respondent 1 stated,

"I am stressed because I am afraid that my grades are not good enough,"

and Respondent 3 shared,

"The pressure comes from the fear of disappointing the lecturers."

The researcher findings suggest that this pressure can negatively affect students' motivation and performance. In conclusion, students with low grades need interventions to manage stress more effectively. Respondents with medium grades reported moderate stress, mainly related to the desire to perform well. Respondent 5 stated,

"I feel a little stressed because I want to get good results,"

and Respondent 2 stated,

"Stress occurs when I am not well prepared."

The researcher findings suggest that this stress can be a positive driver if managed well. In conclusion, students with moderate scores demonstrated manageable stress that can be directed toward productivity. Respondents with high scores reported minimal stress levels due to confidence in their preparation. Respondent 8 shared,

“I am not too stressed because I am well prepared,”

and Respondent 6 noted,

“I am confident in my ability to handle the test.”

The researcher findings suggest that good preparation helps reduce psychological distress. In conclusion, students with high scores demonstrated good stress management skills.

However, in the negative effect, there are also some Student Reactions to Unsatisfactory Results, which answer the interview question, Describe how you respond to unsatisfactory formative test results and whether it motivates or demotivates your learning. However, it makes students more motivated to study harder. The following are excerpts from the interview according to Respondents with low scores often react negatively to poor results, resulting in decreased motivation. Respondent 1 mentioned,

"I feel disappointed and lose interest in learning,"

and Respondent 3 stated,

"I often give up if my grades are bad."

The researcher findings indicate that these reactions reinforce the negative cycle in their learning. In conclusion, students with low scores need guidance to see poor results as opportunities for improvement. In contrast, respondents with medium scores show resilience and a desire to improve themselves. Respondent 5 stated,

"I feel motivated to correct my mistakes,"

and Respondent 2 mentioned,

"I work to improve through regular study."

The researcher findings indicate that this positive attitude helps students achieve gradual improvement. In conclusion, students with medium scores show the ability to learn from their mistakes. Respondents with high scores showed a proactive response to unsatisfactory results.

Respondents with high scores showed a very positive response. Respondent 8 said,

"I immediately evaluate my weaknesses and improve them."

They see unsatisfactory results as opportunities to learn. The researcher concluded that reactions to test results are influenced by students' levels of motivation and mental readiness.

Based on the interview analysis on the impact of formative tests on students' stress levels, there were different patterns in the three groups of scores. Students with low scores experienced high levels of stress, mainly caused by fear of failure and worry about disappointing teachers. This condition negatively impacted their motivation and performance, indicating the need for support in managing stress more effectively. On the other hand, students with medium scores showed moderate levels of stress, which were mostly triggered by the desire to excel and lack of preparation. Interestingly, this group was able to turn pressure into a positive drive to improve their performance when managed well. Meanwhile, students with high scores showed minimal levels of stress because they had strong self-confidence in their abilities and made thorough preparations. This good preparation was proven to be effective in reducing their psychological stress when facing the test. This shows that students' stress levels in facing formative tests are closely related to their level of preparation, self-confidence, and stress management skills. Based on the interview analysis, students' reactions to unsatisfactory test results varied greatly and

correlated with their level of achievement. Students with low scores tended to show negative reactions that were counterproductive, such as feeling disappointed and losing motivation to learn, even giving up when getting bad scores. This creates a negative cycle that further worsens their academic performance.

On the other hand, students with average scores showed better resilience. They were able to view unsatisfactory results as an impetus to improve themselves and enhance their abilities through more regular learning. This positive attitude allowed them to achieve gradual progress in their learning.

Meanwhile, students with high scores showed the most constructive responses. They proactively evaluated their weaknesses and immediately took corrective actions. They viewed unsatisfactory results not as failures, but as opportunities to learn and grow. These findings indicate that students' motivation levels and mental readiness play an important role in determining how they respond to unsatisfactory test results. These differences in reactions also indicate the need for different approaches in providing support to students based on their achievement levels, especially in helping low-score students develop a more constructive view of failure.Formative tests have varying effects on learning goal setting, motivation, learning strategies, self-confidence, stress levels, and reactions to results. Students with high scores tend to make the most of formative tests, while students with low scores need

additional support to understand the benefits of the tests. Clear feedback and teacher guidance are essential to improving the effectiveness of formative tests in promoting student motivation and learning.

Overall, this study found that formative tests can be an effective tool in supporting student learning if integrated with clear feedback, adequate learning strategies, and support to reduce stress and increase student confidence. Therefore, lecturers need to ensure that students understand the purpose and benefits of formative tests and provide appropriate guidance for all categories of students. This study directly addresses the research question regarding the effects of formative tests on student learning, by showing variations in effects based on student score levels.

Overall, this study found that formative tests can be an effective tool in supporting student learning if integrated with clear feedback, adequate learning strategies, and support to reduce stress and increase student confidence. Therefore, lecturers need to ensure that students understand the purpose and benefits of formative tests and provide appropriate guidance for all categories of students.

First, the researcher analyzed the results of students' formative test exercises 3 times. Data is collected through documentation from student formative test exercises and from student interviews who have taken the formative test. The data is then analyzed to get an in – depth picture of the effect of tests on students' learning progress. Researcher are trying to

identify what happened to the students after the formative English test. Where researcher find evidence of the results of student training that score high and low indicates a significant difference in their learning progresss. The following are the results of student training after taking the formative test that researcher found.

Tabel 4.2

The Results of Students' Practice Tests

No	Respondent 1 – 10	Formative Test 1	Formative Test 2	Formative Test 3
		Value	Value	Value
1.	R1	50	64	87
2.	R2	73	87	93
3.	R3	20	80	87
4.	R4	87	93	100
5.	R5	66	87	93
6	R6	80	93	100
7.	R7	66	73	87
8.	R8	80	93	100
9	R9	73	73	80

Document analysis of scores was conducted to understand the development of student learning outcomes through three formative tests conducted. Based on the score data, respondents were grouped into three levels: low, medium, and high. At the low level, respondents whose scores were below 60, such as R1, R3, showed significant progress. R1 started with a score of 50 on the first test, increased to 64 on the second test, and reached 87 on the third test, indicating a gradual increase in understanding of the material. Respondent R3, who obtained a very low initial score of 20, showed a large spike to 80 on the second test and 87 on the third test. This indicates the possibility of effective learning interventions to improve understanding of

the material. Meanwhile, R3 started with a score of 20, increased slowly to 80 on the second test, and reached 87 on the third test, illustrating consistent progress although slower than other respondents.

At the medium level, which includes scores between 60 and 80, respondents such as R5, R7, showed a steady pattern of improvement. R5 started with a score of 66 and consistently increased to 93 & 87 on the second and third tests, reflecting a good learning pattern. Respondent R7, who started with a score of 66, then experienced a small increase to 73 on the second test and reached 87 on the third test, indicating a gradual effort to improve learning outcomes. Meanwhile, R9, who started with a score of 73 (moderate category) managed to increase to 73 on the second test and reached 80 on the third test, indicating an effort to move to a higher level.

At the high level, involving respondents with scores above 80, there was a pattern of consistency and steady improvement. R4, R6, R8 were in this category. Respondent R2 started the formative test with a score of 73 and showed steady improvement to 87 and 93 on the second and third tests, indicating the ability to maintain good learning outcomes. R6 showed a similar pattern, each starting with a score of 80, increasing to 93, and finally reaching a perfect score of 100 on the third test, illustrating a very effective learning strategy. Meanwhile, R4 who started with a high score of 87 remained consistent at 93 in the second test and slightly increased to 95 in the third test, reflecting maximum effort in maintaining learning performance.

Overall, the results of the document analysis indicate that formative tests drive improvements in student learning outcomes at all levels. Students with low scores tend to experience large spikes in the second and third tests, which may be due to additional tutoring or learning. Students with medium and high scores show consistent learning patterns and steady improvements. These results provide a basis for further analysis through interviews to explore factors that influence student motivation and learning outcomes.

Score Category	Positive Impact	Negative Impact
High	1. Formative tests increase curiosity and intrinsic motivation, as students feel encouraged to explore topics they do not yet understand. 2. High scores provide motivation to continue improving and instill a sense of satisfaction with achievements. 3. External recognition, such as praise from teachers, significantly motivates students to maintain high performance. 4. Students focus on long-term learning goals rather than short-term concerns like punishment.	Rarely experience negative impacts, though a lack of new challenges might reduce enthusiasm.
Moderate	5. Students show moderate curiosity and interest if the material aligns with their personal	1) Stress from challenging material may hinder consistent enthusiasm. 2) Punishments can lead

	interests. 6. Constructive grades encourage balanced learning improvement, fostering motivation despite occasional stress from difficult material. 7. Recognition, such as teacher praise, positively influences motivation and effort. 8. Students use grades as motivation, turning both good and bad grades into opportunities for self-improvement.	to mixed reactions—both as a motivator and as a source of stress.
Low	1. Realization of weaknesses can provide initial insights into areas needing improvement. 2. Satisfaction is occasionally experienced when mastering material considered difficult.	1) Fear and burden from formative tests reduce curiosity and inhibit learning progress. 2) Students tend to lose interest in learning due to difficulty understanding material. 3) Low grades lead to embarrassment and loss of confidence. 4) Rewards have minimal motivational impact, and punishment causes students to focus more on avoiding failure than improving learning.

The analysis shows that formative tests have varying impacts on students based on their achievement levels. High-achieving students tend to exhibit very positive responses, with increased curiosity, motivation for

deeper learning, and satisfaction with their accomplishments. They can effectively use feedback to improve further, while recognition from lecturers reinforces their motivation. Punishment is not a primary concern for them, as their focus is more oriented toward long-term learning goals.

Students with moderate scores show more balanced responses. Their curiosity and interest increase when the material aligns with their personal interests. Grades serve as a motivational tool, whether good or bad, although the difficulty of the material and the threat of punishment can affect their emotional balance. Recognition from lecturers starts to have a significantly positive impact on their efforts.

In contrast, low-achieving students face many challenges, including fear, loss of interest, and difficulty understanding the material, which hinders their learning progress. While they are aware of their weaknesses, the lack of additional support from lecturers makes it difficult for them to improve. Recognition has minimal impact on their motivation, while the threat of punishment shifts their focus toward avoiding failure rather than improving their learning.

Therefore, the approach to formative tests must be tailored to students' achievement levels. Low-achieving students require additional support, simpler materials, and positive reinforcement to boost their motivation. Students with moderate scores will be more motivated if the material connects to their personal interests, recognition is provided consistently, and pressure is reduced. Meanwhile, high-achieving students need additional

challenges and appropriate recognition to maintain their motivation and continue their development.

a. High Score Achieving Students

Research indicates that high-achieving students possess unique characteristics in learning English. Regarding curiosity, Respondent 8 expressed,

"Formative tests make me more curious, especially if I don't know the answer yet."

The researcher suggests that this statement reflects a strong growth mindset, where ignorance is seen as an opportunity for self-development rather than a barrier. This characteristic demonstrates cognitive maturity and a high readiness for learning among high-achieving students. Furthermore, they are more engaged with topics relevant to their personal interests. As Respondent 4 shared,

"I feel more interested if the topic is related to things I like."

The relevance of material to student preferences highlights the importance of personalization in boosting their motivation.

When facing learning challenges, high-achieving students display highly positive attitudes. This is evident from Respondent 8's statement,

"Formative tests encourage me to keep improving and face challenges better."

The researcher analysis indicates that this response reflects strong self-regulated learning, where students effectively use formative tests as tools for self-assessment and motivation for continuous development. Their high metacognitive ability enables them to actively manage their

own learning processes. Additionally, they feel immense satisfaction and pride whenever they succeed in mastering new material. As Respondent 6 stated,

"I feel very satisfied and proud every time I succeed in learning new material."

The researcher highlights that this statement illustrates a robust internal reward system, where satisfaction is derived not solely from external assessments but from the learning achievements themselves.

b. Moderate Score Achieving Students

Students with moderate achievements exhibit different learning patterns and balanced responses to formative tests. In terms of learning interest, Respondent 5 stated,

"I am more interested if the topic is related to things I like."

The researcher analysis indicates that the motivation of students at this level still heavily depends on external factors and personal preferences, suggesting that they have yet to fully develop the ability to appreciate the learning process regardless of the content. They also show a preference for materials that align with their interests. As Respondent 5 remarked,

"I am more interested if the topic is related to things I like."

This relevance helps enhance the motivation of moderately achieving students. Awareness of self-improvement needs is reflected in Respondent 7's statement,

"The tests make me realize I need to focus more on my weaknesses."

This suggests that while they exhibit good self-awareness, students at this level still require guidance to translate this awareness into concrete actions. They have potential for growth but need proper scaffolding from educators. Regarding learning satisfaction, moderately achieving students feel happy when they successfully understand the taught material. Respondent 5 expressed,

"I feel happy if I can understand the lesson well."

Their success in comprehension serves as a primary motivator to continue learning. These students respond to formative tests with a balanced approach. The tests help to foster curiosity and motivation, but difficulties in understanding the material remain a significant challenge requiring teacher guidance.

c. Low Score Achieving Students

Low-achieving students tend to feel burdened by formative tests. Fear and pressure often hinder their curiosity. Respondent 1 stated,

"Formative tests sometimes make me curious, but often I feel burdened because I am afraid I cannot answer the questions."

This shows that fear and pressure prevent low-achieving students from viewing formative tests as beneficial. They often lose interest in learning due to difficulties in understanding the material. Respondent 3 shared,

"Sometimes it helps increase interest, but more often I feel uninterested because the material is difficult."

The inability to comprehend the material serves as a major barrier to their interest in learning.

Low-achieving students face more complex challenges in the learning process. Anxiety is a dominant factor, as highlighted by Respondent 1's statement,

"Formative tests sometimes make me curious, but often I feel burdened because I am afraid I cannot answer the questions."

The researcher identifies significant test anxiety, creating psychological barriers that hinder students from accessing their full learning potential. Regarding learning satisfaction, these students rarely feel satisfied due to the challenges of the learning process. Respondent 3 noted,

"I feel satisfied if I successfully master the material, but it rarely happens because the process is difficult."

Their low satisfaction levels underscore the need for more supportive learning approaches. In terms of utilizing feedback, Respondent 3 stated,

"The tests help a little in showing weaknesses but are not enough to provide solutions."

The researcher analysis suggests a gap between awareness of weaknesses and the ability to address them. Low-achieving students require explicit instruction and more structured learning strategies to bridge this gap. Their responses to rewards also show a different pattern. As Respondent 3 mentioned,

"Rewards from teachers help a little, but not enough to improve my motivation."

The researcher concludes that external reward systems are ineffective for this group due to fundamental issues with self-efficacy and

academic self-concept. The findings reveal that formative tests impact students differently based on their achievement levels. High-achieving students respond positively, with increased curiosity, motivation, and learning satisfaction. Moderate-achieving students benefit from enhanced curiosity and motivation but face challenges in comprehension. Conversely, low-achieving students feel burdened, lose interest, and require greater support from teachers. Formative tests can be an effective tool for improving learning outcomes if applied with approaches tailored to students' needs. High-achieving students require additional challenges, moderate-achieving students need extra guidance to understand the material, and low-achieving students need emotional support and more personalized learning. With the right strategies, formative tests can maximize the potential of students at all achievement levels.

The results of this study specifically answer the question of the implementation of the influence of English formative tests on student learning. The study shows that formative tests have different impacts on various aspects of student learning, depending on their achievement levels. In terms of curiosity, formative tests increase the curiosity of students with medium and high scores, although students with low scores feel burdened by the test. In terms of personal interest, students with medium and high scores are more motivated if the material being tested is relevant to their interests, while students with low scores tend to lose interest due to difficulty understanding the material. The ability to face challenges is also

different, where high-scoring students are more motivated to overcome their weaknesses, while low-scoring students need additional support to overcome learning challenges.

Reactions to formative test scores also affect learning motivation. Medium and high-scoring students use grades to encourage better learning efforts, but low-scoring students often feel a loss of self-confidence due to bad grades. In addition, rewards or recognition from teachers are strong motivations for medium and high-scoring students, but are less effective for low-scoring students who need a more personal approach. Conversely, the threat of punishment provides negative pressure for low-scoring students who are more focused on avoiding punishment than learning, while high-scoring students are more oriented towards their learning goals. Overall, these results suggest that the implementation of formative tests can have a positive effect on students' learning if tailored to their achievement levels, making them an effective tool for encouraging motivation and learning progress.

B. Discussions

The results of this study suggest that the impact effect of an English – formative test on the student's learning is complex and varies among different students. Based on the interview analysis, the impact of English formative tests on student learning shows diverse results, which can be categorized into positive and negative impacts according to existing theories.

Referring to Alderson and Wall's theory, formative tests demonstrate positive impacts in several aspects. [55] First, in terms of goal setting, it is evident that students with moderate and high scores can utilize test results to establish specific learning objectives. As shown in the interviews, high-achieving students can use test results as a roadmap to address specific weaknesses. However, low-achieving students still struggle in this aspect, indicating that positive impacts are not uniform across all ability levels.

Regarding feedback and learning progress, also highlighted by Alderson and Wall, the interview results show that feedback from formative tests contributes positively to motivation and learning progress, particularly for moderate and high-achieving students. [56] This is evident from moderate-achieving students' statements that "Feedback motivates me, especially when examples for improvement are provided." However, low-achieving students often feel confused by the feedback received, indicating that feedback effectiveness depends on students' ability to understand and utilize it.

In line with Bailey's theory, positive impacts are also seen in the development of learning strategies and skill improvement. [57] High-achieving students show significant development in this regard, adopting diverse learning strategies such as reading books and watching movies without subtitles. Moderate-achieving students have also begun developing more structured learning habits, such as using podcasts and learning applications.

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[55] Hasanudin et al., "Students' Motivation in Reading Test Responses Washback Effect on Learning in Higher Education."
[56] Ibid, p.55
[57] Windmill, "Open Research Online."

However, consistent with Shohamy's theory, the interview results also reveal negative impacts of formative tests, particularly in terms of increased anxiety and stress. Low-achieving students show high stress levels "primarily due to fear of failure and worry about disappointing teachers." They also demonstrate negative reactions to unsatisfactory test results, such as "feeling disappointed and losing learning motivation." This confirms Shohamy's theory about the negative impact of tests on students' psychological aspects[58].

Interestingly, these stress and anxiety levels vary based on student ability. High-achieving students show "minimal stress levels due to strong self-confidence," while moderate-achieving students can transform pressure into positive motivation. This indicates that the negative impacts of formative tests are more pronounced in low-achieving students.

These findings underscore the complexity of formative test impacts in English language learning. While formative tests can provide positive impacts as suggested by Alderson and Wall and Bailey, their effectiveness heavily depends on students' ability levels and how they respond to these tests. On the other hand, the negative impacts identified by Shohamy are more dominant in low-achieving students, emphasizing the importance of different approaches in managing formative tests for different student groups.

In conclusion, to optimize positive impacts and minimize negative impacts of formative tests, a more differentiated approach in their implementation is needed, with special attention to supporting low-achieving

[58] Fasih, "A Critical Literature Review on the Washback Effect of Task-Based Vocabulary Assessment on Iranian EFL Learners."

students in managing stress and utilizing feedback effectively. The findings also suggest the need for teachers to develop strategies that can help all students, particularly those with lower achievement levels, to better benefit from formative assessments while minimizing their anxiety and stress levels.

The results of this study not only answer questions about the implementation of the influence of formative tests on student learning but also show how Deci' intrinsic and extrinsic motivation theories can be used to understand learning outcomes based on student achievement levels. [59] Analysis of value documents shows significant developments in learning outcomes at all levels, with different patterns and driving factors according to student achievement categories.

Students with high achievement levels tend to demonstrate high motivation because they feel competent in facing learning challenges and receive relevant recognition for their accomplishments. Additionally, their curiosity increases when the test material aligns with their personal interests, which is consistent with the autonomy aspect of Deci's theory. On the other hand, students with low achievement levels often feel stressed and lose interest due to difficulty in understanding the material, indicating that their need for competence has not been sufficiently met. For students with moderate achievement, motivation is generally influenced by the relevance of the material and positive feedback from teachers, which reinforces their sense of relatedness.

[59] Ryan and Deci, "Intrinsic and Extrinsic Motivation from a Self-Determination Theory Perspective: Definitions, Theory, Practices, and Future Directions."

This study also highlights the importance of tailored approaches to meet the psychological needs of students at different achievement levels. Teachers can provide additional challenges for high-achieving students to maintain their motivation, while low-achieving students need extra support, such as simpler materials and more specific feedback, to build their sense of competence and reduce anxiety towards formative tests. Students with moderate achievement can be guided to further develop intrinsic motivation through material that is relevant to their interests and consistent recognition of their achievements from teachers. Based on Deci's theory, the application of these strategies will not only enhance students' intrinsic motivation but also help them achieve better learning outcomes.

However, this study has limitations regarding generalizability, as the sample was limited to the context of English language learning. External factors, such as parental support or the learning environment at home, were also not fully identified in the analysis. Therefore, further research is needed to explore the implementation of formative tests in other subjects or through a longitudinal approach to understand the long-term impact on students' motivation and learning outcomes. Considering these limitations, applying Deci's motivation theory in the design of formative assessments could serve as a foundation for creating a supportive and effective learning environment. [60] This supports Deci theory that extrinsic motivation can be an important start

[60] Ardenska, Ardenska, and Tomik, "Validity and Reliability of the Polish Version of the Academic Motivation Scale: A Measure of Intrinsic and Extrinsic Motivation and Amotivation."

for students who find it difficult, although its impact must be supported by an approach that is oriented towards increasing their self-confidence.

CHAPTER V

CONCLUSION AND SUGGESTION

Conclusions and Suggestions are the final section of this research after reviewing and analyzing the collected data in the previous chapter.

A. Conclusion

1. How does the impact of English formative test on TBI students' learning in intensive course class.

   Based on the research findings, it can be concluded that English formative tests have varying impacts on TBI students' learning, depending on their proficiency levels. High-achieving students effectively use the tests to set clear learning goals, enhance learning strategies, and build strong confidence. Students with moderate scores show improvements in motivation and the development of learning strategies but still face challenges with stress. Conversely, low-achieving students experience significant barriers, such as difficulty understanding feedback, high levels of stress, and a lack of structured learning strategies, which limit the benefits they gain from formative tests. This study highlights the importance of adopting differentiated approaches in providing feedback and support to maximize the effectiveness of formative tests in fostering students' motivation and learning progress across various proficiency levels.

B. Suggestions

Based on these findings, it is essential to tailor formative test approaches to the specific needs of students at different achievement levels

1. High-Achieving Students:
    a. Introduce more challenging and diverse tasks to maintain engagement and motivation.
    b. Provide detailed feedback that fosters deeper learning and personal development.
2. **Moderate-Achieving Students**:
    a. Align materials and tasks with students' personal interests to enhance curiosity and engagement.
    b. Reduce stress by ensuring that tasks are appropriately challenging and balanced with supportive feedback and recognition.
3. Low-Achieving Students
    a. Offer additional support, such as remedial sessions and simplified materials, to help these students overcome their challenges.
    b. Focus on building confidence through positive reinforcement and celebrating small achievements.
    c. Avoid overly punitive approaches and instead create a supportive environment that emphasizes growth and learning.

    These strategies will ensure that formative tests serve as a meaningful tool to enhance learning outcomes for all students, addressing their unique needs and promoting their overall academic growth.

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APPENDIX 1

INTERVIEW BLUEPRINT

(VALIDATED)

No	Aspect	Indicators	Sub – Indicators	Questions
1.	Effects of an English formative test on TBI students' learning	5. Positive Effects	1. increased Learning	6. Do formative tests help you set learning goals? Can you give specific examples? 7. How does feedback from formative tests affect your motivation to learn English? Are there any examples of times when feedback helped you improve your weaknesses?
			2. Improved Learning Strategy	a. Do formative tests help you develop better learning strategies? Can you share your experiences? b. Do you feel more confident in using your English skills after taking a formative test? What are some examples of situations that made you feel more confident?

		8. Negative Effects	1. Increased Anxiety and Stress	a. Do you feel stressed when taking a formative test? Where does this stress come from? b. How do you react to unsatisfactory results from a formative test? Does this motivate you to study better?
2.	The implementation of an English formative test effect on the TBI students' learning	1) Intrinsic Learning	1. Curiosity	a. How do formative tests affect your curiosity about learning English? Do they make you more interested?
			2. Personal Interest	b. How do formative tests affect your personal interest in learning English? Do you focus more on topics that interest you?
			3. Challenge	c. How do formative tests help you face the challenges of learning English? Do they have any significance to you?
			4. Personal Satisfaction	d. How does the personal satisfaction of mastering new English material affect you? Do you feel satisfied with the achievement?

		1) Extrinsic Learning	1. Grades	a. How do you feel when you receive your grades on formative tests? Do they affect your motivation to study harder?
			2. Recognition or Appreciation	b. Does recognition or appreciation from others affect the way you learn English? Can you explain the effects?
			3. Punishment	c. How does the threat of punishment affect your approach to learning English? Do you focus more on certain tasks to avoid punishment?

Validation Notes:

This validated interview blueprint ensures alignment with the research question by specifically addressing the effects of English formative tests on students' learning and the implementation of effects of an English formative test on students' learning. Each question explicitly mentions English formative tests and seeks specific examples to provide concrete evidence, ensuring a comprehensive and balanced investigation into the effects on students' motivation and learning behavior.

Curup, July 20, 2024

Validator

Rizki Indra Guci, M.Pd.

APPENDIX 2

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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IAIN CURUP
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DEPAN

KARTU BIMBINGAN SKRIPSI

NAMA	:	Sari Ani
NIM	:	20551062
PROGRAM STUDI	:	Tadris Bahasa Inggris (TBI)
FAKULTAS	:	Tarbiyah
DOSEN PEMBIMBING I	:	Jumatul Hidayah, M.Pd
DOSEN PEMBIMBING II	:	Meri Fauziah, M.Pd
JUDUL SKRIPSI	:	The Analysis of English Formative Test Washback Effects on TBI Students' Learning Motivation (Study Case on Intensive Course of TBI of IAIN Curup)
MULAI BIMBINGAN	:	
AKHIR BIMBINGAN	:	

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING I
1.	27/mei/2024	Bimbingan Bab 1	
2.	03/Juni/2024	Revisi bab 1	
3.	10/Juni/2024	Bimbingan Bab 2	
4.	17/Juni/2024	Penambahan Teori bab II	
5.	24/Juni/2024	Bimbingan Bab III	
6.	03/Juli/2024	Revisi Instrument	
7.	11/Juni/2024	acc Penelitian /acc untuk Validasi Instrument	
8.	31/Juli/2024	Bab 4 (Bimbingan Perbaikan bab 4 lebih spesifik)	
9.	05/Juni/2024	Revisi Bab 4	
10.	08/08/2024	Revisi bab 4 dan 5	
11.	15/08/2024	acc Bab 4 dan 5	
12.	24/09/2024	Acc untuk ujian skripsi	

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH
DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

CURUP, ...2024

PEMBIMBING I,

Jumatul Hidayah
NIP. 19780224 200212 2 002

PEMBIMBING II,

Meri Fauziah, M.Pd.
NIP. 19940523 202012 2 003

- Lembar **Depan** Kartu Biimbingan Pembimbing I
- Lembar **Belakang** Kartu Bimbingan Pembimbing II
- Kartu ini harap dibawa pada setiap konsultasi dengan Pembimbing I dan Pembimbing II

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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BELAKANG

KARTU BIMBINGAN SKRIPSI

NAMA	Sari Ani
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PEMBIMBING I	Jumatul Hidayah, M.Pd
PEMBIMBING II	Meli Fauziah, M.Pd
JUDUL SKRIPSI	The Analysis of English Formative Test Washback Effects on TBI Students' Learning Motivation (Study Case on Intensive Course of TBI of IAIN Curup)
MULAI BIMBINGAN	0
AKHIR BIMBINGAN	

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING II
1.	20/mei/2024	Bimbingan Bab I	
2.	3/~~Mei~~ Juni/2024	Bimbingan bab II (Teori)	
3.	11/~~III~~ Juni/24	Bimbingan bab III	
4.	17/Juni/2024	Revisi instrument	
5.	25/Juni/2024	acc Bab I, II, dan III	
6.	28/Juni/2024	Perbaikan instrument dan memperluas teori	
7.	03/Juli/2024	acc to Instrument Validator/Consult with Adv. 2	
8.	05/Juli/2024	Bimbingan Bab 4	
9.	12/09/2024	Bimbingan Bab 4 dan 5	
10.	19/09/2024	Revisi Penulisan bab 1 - 5	
11.	26/09/2024	acc Bab I, III, III, IV, dan V	
12.	02/10/2024	acc Sidang untuk SKRIPSI	

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP

CURUP, ...2024

PEMBIMBING I,

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PEMBIMBING II,

Meli Fauziah, M.Pd
NIP. 19940523 202012 2003

APPENDIX 3

Interview Transcript

Student A

Researcher	:	Do formative tests help you in setting learning goals?
Respondent	:	” No, I feel like tests are just a formality. I don't know how to set learning goals from them.”
Researcher	:	How does feedback from formative tests affect your motivation to learn English? Can you provide an example where feedback helped you improve your weaknesses?
Respondent	:	” Sometimes it helps, but often I don't understand what needs to be improved.”
Researcher	:	Do you feel that formative tests help you develop better learning strategies? Can you provide a specific example?
Respondent	:	” No, I study as is without any special strategies.”
Researcher	:	Do you feel more confident using your English skills after taking formative tests? Can you give an example of a situation where you felt more confident?
Respondent	:	” No, I'm still afraid of speaking in front of others.”
Researcher	:	Do you feel stressed about taking formative tests? What is the source of this pressure?
Respondent	:	” Yes, because I'm afraid that my score won't be good enough to pass.”
Researcher	:	How do you react to unsatisfactory results on formative tests? Do they demotivate or motivate you to learn

better?

Respondent : ” I'm disappointed and lazy to study again.”

Researcher : How do formative tests affect your curiosity about learning English? Do they make you more or less interested in learning?

Respondent : "Formative tests sometimes make me curious, but often I feel burdened because I'm afraid I can't answer the questions."

Researcher : How do formative tests affect your personal interest in learning English? Do you focus more on topics that interest you?

Respondent : "My interest sometimes increases, especially if the topic is interesting, but it often decreases if I find it difficult to understand the material."

Researcher : How do formative tests help you face the challenges of learning English? Do they hold any significance for you?

Respondent : "Tests help me identify my weaknesses, but I find it difficult to improve because I don't know where to start."

Researcher : How does personal satisfaction from mastering new English material affect you? Are you satisfied with such achievements?

Respondent : "I feel satisfied when I successfully master the material, but it rarely happens because the process is difficult."

Researcher : How do you feel when you receive grades from

formative tests? Do these grades influence your motivation to study more?

Respondent : "I often feel disappointed because of low grades, and that makes me less motivated to learn."

Researcher : Does recognition or appreciation from others affect the way you learn English? Can you explain the effects?

Respondent : "Recognition from teachers or friends does make me feel appreciated, but it doesn't happen often."

Researcher : How does the threat of punishment affect your learning of English? Do you focus on specific tasks to avoid punishment?

Respondent : "I'm more careful not to get punished, but more out of fear than motivation."

Interview Transcript

Student B

Researcher	:	Do formative tests help you in setting learning goals?
Respondent	:	” Not really, I just do the questions to complete the assignment.”
Researcher	:	How does feedback from formative tests affect your motivation to learn English? Can you provide an example where feedback helped you improve your weaknesses?
Respondent	:	” Sometimes it helps, but it is often unclear what I should do.”
Researcher	:	Do you feel that formative tests help you develop better learning strategies? Can you provide a specific example?
Respondent	:	” No, I study haphazardly without knowing whether it is effective.”
Researcher	:	Do you feel more confident using your English skills after taking formative tests? Can you give an example of a situation where you felt more confident?
Respondent	:	” Not at all. I am still nervous even writing simple sentences.”
Researcher	:	Do you feel stressed about taking formative tests? What is the source of this pressure?
Respondent	:	” Yes, the pressure comes from the fear of failure and being disappointed by the teacher.”

Researcher	:	How do you react to unsatisfactory results on formative tests? Do they demotivate or motivate you to learn better?
Respondent	:	” I often give up if the score is bad.”
Researcher	:	How do formative tests affect your curiosity about learning English? Do they make you more or less interested in learning?
Respondent	:	"I feel more stressed than curious, because many of the questions are difficult."
Researcher	:	How do formative tests affect your personal interest in learning English? Do you focus more on topics that interest you?
Respondent	:	"Sometimes I try to be more interested, but most of the time I feel forced."
Researcher	:	How do formative tests help you face the challenges of learning English? Do they hold any significance for you?
Respondent	:	"Tests only make me realize that I am not good enough, but they do not help me much."
Researcher	:	How does personal satisfaction from mastering new English material affect you? Are you satisfied with such achievements?
Respondent	:	"I feel satisfied when I understand something, but it is often difficult."

Researcher	:	How do you feel when you receive grades from formative tests? Do these grades influence your motivation to study more?
Respondent	:	"Low grades make me feel embarrassed and less confident."
Researcher	:	Does recognition or appreciation from others affect the way you learn English? Can you explain the effects?
Respondent	:	"Yes, if there is praise from the teacher, I feel a little better."
Researcher	:	How does the threat of punishment affect your learning of English? Do you focus on specific tasks to avoid punishment?
Respondent	:	"I study only to avoid punishment, not out of curiosity."

Interview Transcript

Student C

Researcher	:	Do formative tests help you in setting learning goals?
Respondent	:	” Yes, I know that I need to improve my grammar and listening.”
Researcher	:	How does feedback from formative tests affect your motivation to learn English? Can you provide an example where feedback helped you improve your weaknesses?
Respondent	:	” Feedback motivates me, especially if it is clear and provides examples for improvement.”
Researcher	:	Do you feel that formative tests help you develop better learning strategies? Can you provide a specific example?
Respondent	:	” Yes, I try to study more regularly by listening to English podcasts.”
Researcher	:	Do you feel more confident using your English skills after taking formative tests? Can you give an example of a situation where you felt more confident?
Respondent	:	” Somewhat confident, especially when writing because I know my common mistakes.”
Researcher	:	Do you feel stressed about taking formative tests? What is the source of this pressure?
Respondent	:	” Yes, a little stressed because you want to get a good score.”

Researcher	:	How do you react to unsatisfactory results on formative tests? Do they demotivate or motivate you to learn better?
Respondent	:	” I feel more motivated to correct my mistakes.”
Researcher	:	How do formative tests affect your curiosity about learning English? Do they make you more or less interested in learning?
Respondent	:	"Tests make me curious to learn more if I don't know the answer yet."
Researcher	:	How do formative tests affect your personal interest in learning English? Do you focus more on topics that interest you?
Respondent	:	"My interest is quite increased, especially in interesting topics."
Researcher	:	How do formative tests help you face the challenges of learning English? Do they hold any significance for you?
Respondent	:	"Tests help me realize what needs to be improved."
Researcher	:	How does personal satisfaction from mastering new English material affect you? Are you satisfied with such achievements?
Respondent	:	"I feel satisfied and it makes me more confident."
Researcher	:	How do you feel when you receive grades from formative tests? Do these grades influence your

motivation to study more?

Respondent : "I feel quite satisfied if the grade is good, but if not, I try to improve."

Researcher : Does recognition or appreciation from others affect the way you learn English? Can you explain the effects?

Respondent : "Rewards from lecturers help motivate me."

Researcher : How does the threat of punishment affect your learning of English? Do you focus on specific tasks to avoid punishment?

Respondent : "I'm not really affected by punishment, but I try to avoid it."

Interview Transcript

Student D

Researcher	:	Do formative tests help you in setting learning goals?
Respondent	:	"Sometimes, they help me understand what I need to focus on, but I still feel unsure about how to set effective goals."
Researcher	:	How does feedback from formative tests affect your motivation to learn English? Can you provide an example where feedback helped you improve your weaknesses?
Respondent	:	"Feedback is helpful when it’s clear and specific. For example, once my teacher pointed out that I made repeated grammar mistakes, so I focused on practicing those."
Researcher	:	Do you feel that formative tests help you develop better learning strategies? Can you provide a specific example?
Respondent	:	"Not always, but sometimes I learn to review topics I missed in the test. For example, I now try to take notes when studying vocabulary."
Researcher	:	Do you feel more confident using your English skills after taking formative tests? Can you give an example of a situation where you felt more confident?
Respondent	:	"A little. After practicing more for a test, I once felt more confident answering questions in class."
Researcher	:	Do you feel stressed about taking formative tests? What

is the source of this pressure?

Respondent : "Yes, I feel stressed, especially because I want to meet expectations and avoid disappointing my lecturer."

Researcher : How do you react to unsatisfactory results on formative tests? Do they demotivate or motivate you to learn better?

Respondent : "If the score is not too bad, I try to improve, but sometimes it does make me feel discouraged."

Researcher : How do formative tests affect your curiosity about learning English? Do they make you more or less interested in learning?

Respondent : "It depends. Sometimes they make me curious about things I didn’t know, but difficult questions can make me lose interest."

Researcher : How do formative tests affect your personal interest in learning English? Do you focus more on topics that interest you?

Respondent : "I sometimes try to focus on topics I enjoy, but I also feel pressure to cover everything for the test."

Researcher : How do formative tests help you face the challenges of learning English? Do they hold any significance for you?

Respondent : "They help me see what I need to work on, but I wish they were more encouraging."

Researcher : How does personal satisfaction from mastering new

English material affect you? Are you satisfied with such achievements?

Respondent : "I feel satisfied when I can understand or use new material, though it sometimes takes a lot of effort."

Researcher : How do you feel when you receive grades from formative tests? Do these grades influence your motivation to study more?

Respondent : "If the grades are decent, I feel motivated to keep going, but lower grades can still affect my confidence."

Researcher : Does recognition or appreciation from others affect the way you learn English? Can you explain the effects?

Respondent : "Yes, when my teacher acknowledges my effort, it makes me feel more encouraged."

Researcher : How does the threat of punishment affect your learning of English? Do you focus on specific tasks to avoid punishment?

Respondent : "I try to complete tasks to avoid punishment, but I also focus on improving where I can."

Interview Transcript

Student E

Researcher	:	Do formative tests help you in setting learning goals?
Respondent	:	"Sometimes, they help me realize what I still need to improve, but I don’t always know how to set clear goals."
Researcher	:	How does feedback from formative tests affect your motivation to learn English? Can you provide an example where feedback helped you improve your weaknesses?
Respondent	:	"It depends on the feedback. When my teacher gave detailed feedback about my writing, I focused on improving my sentence structure."
Researcher	:	Do you feel that formative tests help you develop better learning strategies? Can you provide a specific example?
Respondent	:	"Not really, but they do push me to try different ways of studying, like practicing with friends before a test."
Researcher	:	Do you feel more confident using your English skills after taking formative tests? Can you give an example of a situation where you felt more confident?
Respondent	:	"A little. For example, after doing well on a speaking test, I felt more comfortable speaking in class discussions."
Researcher	:	Do you feel stressed about taking formative tests? What is the source of this pressure?

Respondent : "Yes, mostly because I don’t want to make mistakes or get a score lower than my friends."

Researcher : How do you react to unsatisfactory results on formative tests? Do they demotivate or motivate you to learn better?

Respondent : "At first, I feel disappointed, but then I try to work harder so I can get a better score next time."

Researcher : How do formative tests affect your curiosity about learning English? Do they make you more or less interested in learning?

Respondent : "Sometimes they make me curious, especially when I don’t know the answer to certain questions. I try to find out more afterward."

Researcher : How do formative tests affect your personal interest in learning English? Do you focus more on topics that interest you?

Respondent : "I feel a bit more interested, especially when the test has questions related to things I like, like movies or music."

Researcher : How do formative tests help you face the challenges of learning English? Do they hold any significance for you?

Respondent : "They help me identify my weaknesses, but I think I need more guidance on how to improve."

Researcher : How does personal satisfaction from mastering new English material affect you? Are you satisfied with such

achievements?

Respondent : "Yes, it feels good when I finally understand something that seemed difficult before."

Researcher : How do you feel when you receive grades from formative tests? Do these grades influence your motivation to study more?

Respondent : "If the grade is good, I feel more motivated. If it’s not, I try to figure out what went wrong."

Researcher : Does recognition or appreciation from others affect the way you learn English? Can you explain the effects?

Respondent : "Yes, when my teacher or classmates praise my effort, it makes me feel proud and want to do better."

Researcher : How does the threat of punishment affect your learning of English? Do you focus on specific tasks to avoid punishment?

Respondent : "I do focus more to avoid punishment, but I also try to enjoy the learning process so it’s not just about avoiding trouble."

Interview Transcript

Student F

Researcher	:	Do formative tests help you in setting learning goals?
Respondent	:	"They help me see what I need to work on, but I still find it hard to set specific goals on my own.
Researcher	:	How does feedback from formative tests affect your motivation to learn English? Can you provide an example where feedback helped you improve your weaknesses?
Respondent	:	"It depends. Once, my teacher told me I was using the wrong tenses in my writing, so I practiced more and got better at it."
Researcher	:	Do you feel that formative tests help you develop better learning strategies? Can you provide a specific example?
Respondent	:	"Not really. I usually just study by reading the material again, but I don’t know if it’s effective."
Researcher	:	Do you feel more confident using your English skills after taking formative tests? Can you give an example of a situation where you felt more confident?
Respondent	:	"A little bit. For example, after getting good feedback on my vocabulary, I felt more confident using new words in class."
Researcher	:	Do you feel stressed about taking formative tests? What is the source of this pressure?
Respondent	:	"Yes, I feel stressed because I worry about making

mistakes or not meeting the teacher’s expectations."

Researcher : How do you react to unsatisfactory results on formative tests? Do they demotivate or motivate you to learn better?

Respondent : "At first, I feel upset, but then I try to use it as a reason to study more for the next test."

Researcher : How do formative tests affect your curiosity about learning English? Do they make you more or less interested in learning?

Respondent : "Sometimes they make me curious, especially if there are questions I couldn’t answer, but the difficulty can also make me feel less interested."

Researcher : How do formative tests affect your personal interest in learning English? Do you focus more on topics that interest you?

Respondent : "I try to focus on topics that I like, like reading stories, but tests usually make me focus more on the material that might appear in the test."

Researcher : How do formative tests help you face the challenges of learning English? Do they hold any significance for you?

Respondent : "They show me what I still need to improve, but I wish they could also give me ideas on how to improve.

Researcher : How does personal satisfaction from mastering new English material affect you? Are you satisfied with such

achievements?

Respondent : "Yes, it makes me happy when I can understand or use something new in English, like learning new grammar rules."

Researcher : How do you feel when you receive grades from formative tests? Do these grades influence your motivation to study more?

Respondent : "If the grades are okay, I feel motivated, but when they are low, I sometimes feel discouraged."

Researcher : Does recognition or appreciation from others affect the way you learn English? Can you explain the effects?

Respondent : "Yes, when my teacher appreciates my effort, it makes me want to keep improving."

Researcher : How does the threat of punishment affect your learning of English? Do you focus on specific tasks to avoid punishment?

Respondent : "I do focus more when there’s a threat of punishment, but it feels like I’m studying just to avoid trouble, not because I enjoy it."

Interview Transcript

Student G

Researcher	:	Do formative tests help you in setting learning goals?
Respondent	:	” Yes, it is very helpful for setting targets, such as improving pronunciation and speaking.”
Researcher	:	How does feedback from formative tests affect your motivation to learn English? Can you provide an example where feedback helped you improve your weaknesses?
Respondent	:	” Feedback motivates me because I feel like I have clear direction.”
Researcher	:	Do you feel that formative tests help you develop better learning strategies? Can you provide a specific example?
Respondent	:	” Yes, I started reading books and watching movies without subtitles to improve my understanding.”
Researcher	:	Do you feel more confident using your English skills after taking formative tests? Can you give an example of a situation where you felt more confident?
Respondent	:	” Yes, especially in conversation because I know my previous mistakes.”
Researcher	:	Do you feel stressed about taking formative tests? What is the source of this pressure?
Respondent	:	” Not too stressed, I trust my preparation.”
Researcher	:	How do you react to unsatisfactory results on formative

tests? Do they demotivate or motivate you to learn better?

Respondent : ” I immediately evaluate my weaknesses and improve them.”

Researcher : How do formative tests affect your curiosity about learning English? Do they make you more or less interested in learning?

Respondent : "Formative tests make me more curious, especially when I don't know the answer yet."

Researcher : How do formative tests affect your personal interest in learning English? Do you focus more on topics that interest you?

Respondent : "I focus more on topics that are relevant and interesting to me."

Researcher : How do formative tests help you face the challenges of learning English? Do they hold any significance for you?

Respondent : "Tests help me understand what I need to improve on and make me more organized."

Researcher : How does personal satisfaction from mastering new English material affect you? Are you satisfied with such achievements?

Respondent : "I feel very satisfied and proud when I successfully understand the material."

Researcher : How do you feel when you receive grades from

formative tests? Do these grades influence your motivation to study more?

Respondent : "High grades make me more confident and want to continue learning."

Researcher : Does recognition or appreciation from others affect the way you learn English? Can you explain the effects?

Respondent : "Praise from teachers really motivates me to continue learning."

Researcher : How does the threat of punishment affect your learning of English? Do you focus on specific tasks to avoid punishment?

Respondent : "I focus more on studying because I like it, not because I'm afraid of punishment."

Interview Transcript

Student H

Researcher	:	Do formative tests help you in setting learning goals?
Respondent	:	"Yes, they help me identify what I need to focus on and prioritize my study plans."
Researcher	:	How does feedback from formative tests affect your motivation to learn English? Can you provide an example where feedback helped you improve your weaknesses?
Respondent	:	"The feedback motivates me because it shows where I can improve. For example, my teacher highlighted that I needed to work on my pronunciation, so I practiced and got better at speaking."
Researcher	:	Do you feel that formative tests help you develop better learning strategies? Can you provide a specific example?
Respondent	:	"Yes, they encourage me to try new strategies, like summarizing material or practicing with past test questions."
Researcher	:	Do you feel more confident using your English skills after taking formative tests? Can you give an example of a situation where you felt more confident?
Respondent	:	"Yes, after scoring well on a listening test, I felt more confident understanding English conversations in movies and songs."
Researcher	:	Do you feel stressed about taking formative tests? What

is the source of this pressure?

Respondent : "A little, but it’s more about wanting to maintain my performance than fear of failure."

Researcher : How do you react to unsatisfactory results on formative tests? Do they demotivate or motivate you to learn better?

Respondent : "I see unsatisfactory results as a chance to learn. They motivate me to work harder and avoid repeating the same mistakes."

Researcher : How do formative tests affect your curiosity about learning English? Do they make you more or less interested in learning?

Respondent : "They make me more curious because I want to understand things I don’t know yet."

Researcher : How do formative tests affect your personal interest in learning English? Do you focus more on topics that interest you?

Respondent : "They help me balance between studying topics I like, such as literature, and covering other areas that are important for the test."

Researcher : How do formative tests help you face the challenges of learning English? Do they hold any significance for you?

Respondent : "They are significant because they push me to overcome my weaknesses and improve continuously."

Researcher	:	How does personal satisfaction from mastering new English material affect you? Are you satisfied with such achievements?
Respondent	:	"I feel very satisfied, especially when I can apply what I've learned in real-life situations, like speaking fluently during a presentation."
Researcher	:	How do you feel when you receive grades from formative tests? Do these grades influence your motivation to study more?
Respondent	:	"High grades boost my confidence and motivate me to maintain my performance."
Researcher	:	Does recognition or appreciation from others affect the way you learn English? Can you explain the effects?
Respondent	:	"Yes, when my teacher or peers recognize my efforts, it makes me feel appreciated and encourages me to aim higher."
Researcher	:	How does the threat of punishment affect your learning of English? Do you focus on specific tasks to avoid punishment?
Respondent	:	"I don't really focus on punishment; I'm more driven by wanting to achieve my own goals."

Interview Transcript

Student I

Researcher	:	Do formative tests help you in setting learning goals?
Respondent	:	"Definitely. They guide me in setting specific and measurable goals for improvement."
Researcher	:	How does feedback from formative tests affect your motivation to learn English? Can you provide an example where feedback helped you improve your weaknesses?
Respondent	:	"Feedback is very helpful. For instance, when my teacher suggested using more complex sentence structures, I worked on that and my writing improved significantly."
Researcher	:	Do you feel that formative tests help you develop better learning strategies? Can you provide a specific example?
Respondent	:	"Yes, they help me identify the most effective ways to study, such as using flashcards for vocabulary or practicing with a language partner."
Researcher	:	Do you feel more confident using your English skills after taking formative tests? Can you give an example of a situation where you felt more confident?
Respondent	:	"Yes, after doing well on a speaking test, I felt confident giving a speech in a school competition."
Researcher	:	Do you feel stressed about taking formative tests? What is the source of this pressure?

Respondent : "Sometimes, but it’s more about challenging myself to do my best rather than external pressure."

Researcher : How do you react to unsatisfactory results on formative tests? Do they demotivate or motivate you to learn better?

Respondent : "They motivate me to analyze my mistakes and work on areas that need improvement."

Researcher : How do formative tests affect your curiosity about learning English? Do they make you more or less interested in learning?

Respondent : "They increase my curiosity, especially when I encounter new topics or challenging questions."

Researcher : How do formative tests affect your personal interest in learning English? Do you focus more on topics that interest you?

Respondent : "I try to connect the topics in the test with my interests, like focusing on articles about technology or travel."

Researcher : How do formative tests help you face the challenges of learning English? Do they hold any significance for you?

Respondent : "Yes, they make me aware of my progress and give me confidence to tackle more advanced material."

Researcher : How does personal satisfaction from mastering new English material affect you? Are you satisfied with such achievements?

Respondent	:	"I feel very proud, especially when I can use what I've learned in conversations or while writing essays."
Researcher	:	How do you feel when you receive grades from formative tests? Do these grades influence your motivation to study more?
Respondent	:	"Good grades inspire me to keep improving, while lower grades encourage me to try harder."
Researcher	:	Does recognition or appreciation from others affect the way you learn English? Can you explain the effects?
Respondent	:	"Yes, positive recognition motivates me to put in even more effort and aim for higher achievements."
Researcher	:	How does the threat of punishment affect your learning of English? Do you focus on specific tasks to avoid punishment?
Respondent	:	"Punishment isn't a big factor for me. I focus more on personal growth and achieving my goals."

APPENDIX 4

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage http://www.iaincurup.ac.id E-Mail : admin@iaincurup.ac.id.

Nomor : 455 Tahun 2024

Tentang
PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang
a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;

Mengingat
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup,
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tantang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

Memperintahkan
1. Permohonan Saudara Sariani tanggal 03 Juni 2024 dan kelengkapan persyaratan pengajuan Pembimbing Skripsi
2. Berita Acara Seminar Proposal Pada Hari Selasa, 02 April 2024

M E M U T U S K A N :

Menetapkan

Pertama : 1. **Jumatul Hidayah, M.Pd** — **19780224 200212 2 002**
2. **Meli Fauziah, M.Pd** — **19940523 202012 2 003**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Sariani
N I M : 20551062
JUDUL SKRIPSI : **The Analysis of English Formative Test Washback Effects on TBI Students' Learning Motivation**

Kedua : Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;

Ketiga Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodeologi penulisan ;

Keempat Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;

Kelima Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;

Keenam Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;

Ketujuh Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 4 Juni 2024
Dekan,

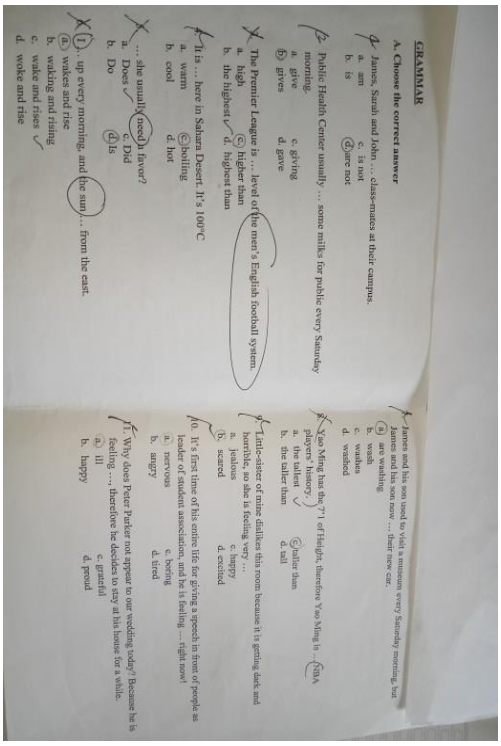
Suparto

Tembusan :
1. Rektor
2. Pembantu Rektor I IAIN Curup.
3. Kabag Akademik, kemahasiswaan dan kerja sama.
4. Mahasiswa yang bersangkutan.

APPENDIX 5

DOCUMENTATION

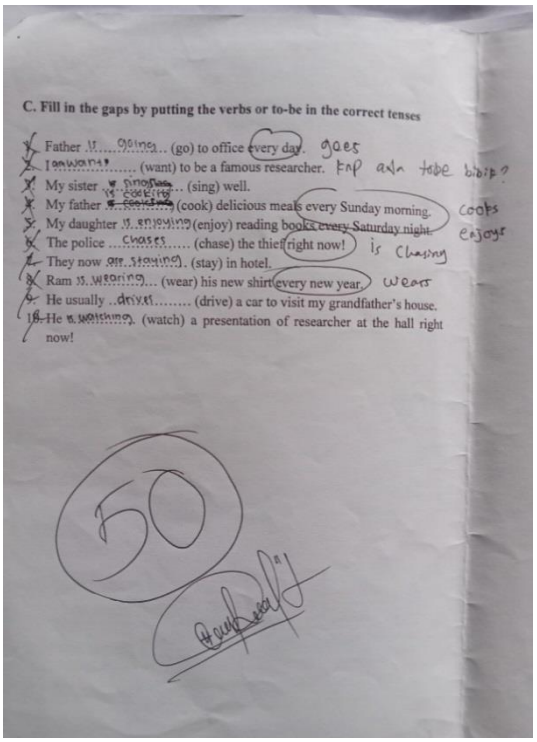
The results of students' practice tests 1 – 3



GRAMMAR

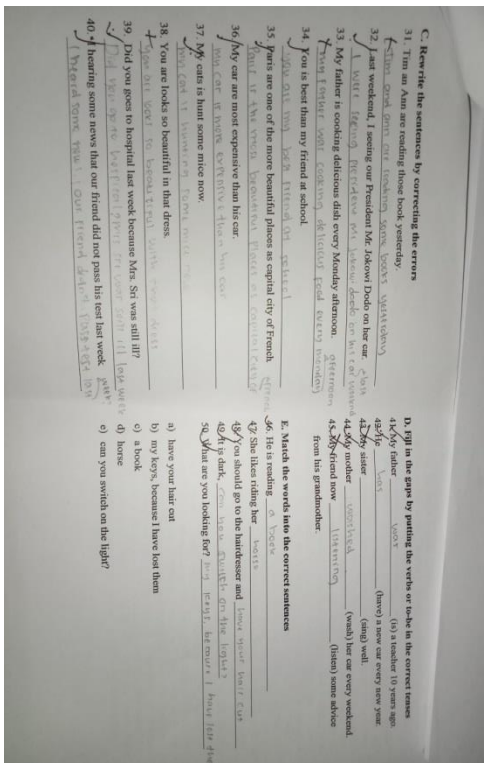
A. Choose the correct answer

1. James, Sarah and John ... classmates at their campus.
   a. am b. is c. is not (d) are not
2. Public Health Center usually ... some milks for public every Saturday morning.
   a. give b. giving c. giving (d) gives
3. The Premier League is ... level of the men's English football system.
   a. high b. the highest (c) higher than d. highest than
4. It is ... here in Sahara Desert. It's 100°C
   a. warm b. cool (c) boiling d. hot
5. ... she usually need) a fever?
   a. Does b. Do c. Did (d) Is
6. (I) ... up every morning, and his sun) ... from the east.
   (a) wakes and rise b. waking and rising c. wake and rises d. woke and rise
7. James and his son used to visit a museum every Saturday morning, but James and his son now ... their new car.
   (a) are washing b. wash c. washes d. washed
8. Yao Ming has the 7'1 of height, therefore Yao Ming is ... NBA players' history.
   a. the tallest b. the taller than (c) taller than d. tall
9. Little sister of mine dislikes this room because it is getting dark and horrible, so she is feeling very ...
   a. jealous b. scared c. happy d. excited
10. It's first time of his entire life for giving a speech in front of people as leader of student association, and he is feeling ... right now!
   (a) nervous b. angry c. boring d. tired
11. Why does Peter Parker not appear to our wedding today? Because he is feeling ..., therefore he decides to stay at his house for a while.
   (a) ill b. happy c. grateful d. proud



C. Fill in the gaps by putting the verbs or to-be in the correct tenses

1. Father is going... (go) to office every day.
2. I am want..... (want) to be a famous researcher.
3. My sister is singing..... (sing) well.
4. My father is cooking (cook) delicious meals every Sunday morning.
5. My daughter is enjoying (enjoy) reading books every Saturday night.
6. The police ...chases..... (chase) the thief right now!
7. They now are staying. (stay) in hotel.
8. Ram is wearing... (wear) his new shirt every new year.
9. He usually ...drives..... (drive) a car to visit my grandfather's house.
10. He is watching (watch) a presentation of researcher at the hall right now!



C. Rewrite the sentences by correcting the errors

31. Tim an Ann are reading those book yesterday.
32. Last weekend, I seeing our President Mr. Jokowi Dodo on bar car.
33. My father is cooking delicious dish every Monday afternoon.
34. You is best than my friend at school.
35. Paris are one of the more beautiful places as capital city of French.
36. My car are most expensive than his car.
37. My cats is hunt some mice now.
38. You are looks so beautiful in that dress.
39. Did you goes to hospital last week because Mrs. Sri was still ill?
40. I hearing some news that our friend did not pass his test last week.

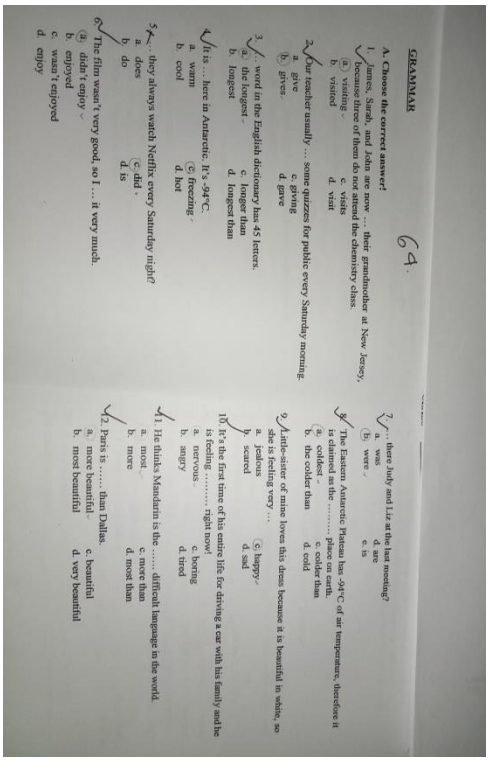
D. Fill in the gaps by putting the verbs or to-be in the correct tenses

41. My father ... (to) a teacher 10 years ago.
42. He ... (have) a new car every new year.
43. My sister ... (sing) well.
44. My mother ... (wash) her car every weekend.
45. My friend now ... (listen) some advice from his grandmother.

E. Match the words into the correct sentences

46. He is reading ...
47. She likes riding her ...
48. You should go to the hairdresser and ... your hair cut
49. It's dark, ... the light?
50. What are you looking for? ...

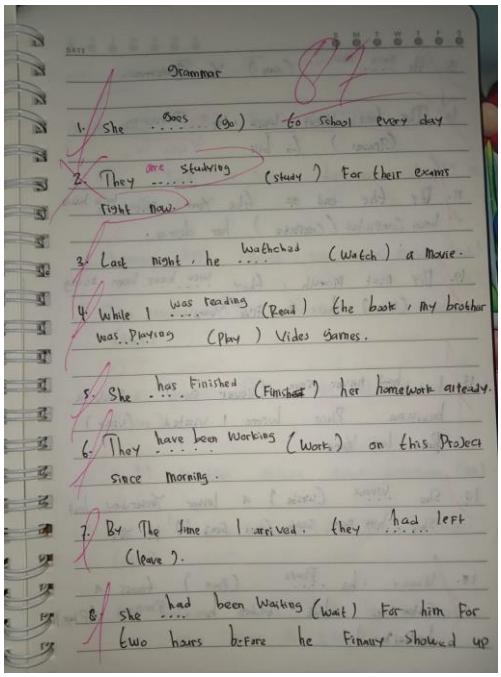
a) have your hair cut
b) my keys, because I have lost them
c) a book
d) horse
e) can you switch on the light?



GRAMMAR

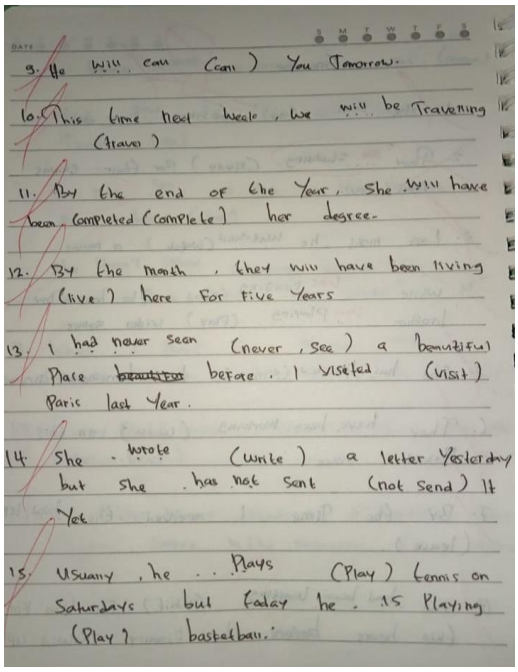
A. Choose the correct answer!

1. James, Sarah, and John are now ... their grandmother at New Jersey, because three of them do not attend the chemistry class.
   (a) visiting b. visited c. visits d. visit
2. Our teacher usually ... some quizzes for public every Saturday morning.
   a. give (b) gives c. giving d. gave
3. ... word in the English dictionary has 45 letters.
   (a) the longest b. longest c. longer than d. longest than
4. It is ... here in Antarctic. It's -94°C.
   a. warm b. cool (c) freezing d. hot
5. ... they always watch Netflix every Saturday night?
   a. does b. do (c) did d. is
6. The film wasn't very good, so I ... it very much.
   (a) didn't enjoy b. enjoyed c. wasn't enjoyed d. enjoy
7. ... there Judy and Liz at the last meeting?
   a. was (b) were c. are d. is
8. The Eastern Antarctic Plateau has -94°C of air temperature, therefore it is claimed as the ..... place on earth.
   (a) coldest b. the colder than c. colder than d. cold
9. Little sister of mine loves this dress because it is beautiful in white, so she is feeling very ...
   a. jealous b. scared c. happy (d) sad
10. It's the first time of his entire life for driving a car with his family and he is feeling ..... right now!
   a. nervous (b) nervously c. boring d. tired
11. He thinks Mandarin is the ..... difficult language in the world.
   a. most b. more c. more than (d) most than
12. Paris is ..... than Dallas.
   (a) more beautiful b. most beautiful c. beautiful d. very beautiful

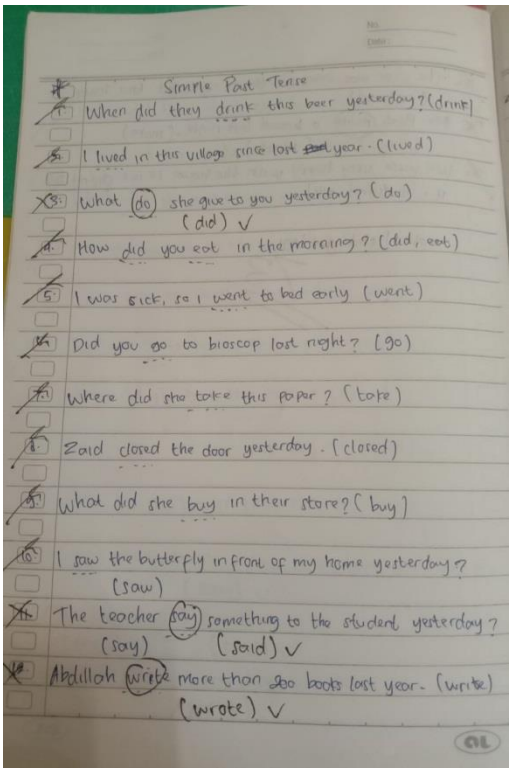


Grammar

1. She goes (go) to school every day
2. They are studying (study) for their exams right now.
3. Last night, he watched (watch) a movie.
4. While I was reading (Read) the book, my brother was playing (play) video games.
5. She has finished (finish) her homework already.
6. They have been working (work) on this project since morning.
7. By the time I arrived, they had left (leave).
8. She had been waiting (wait) for him for two hours before he finally showed up

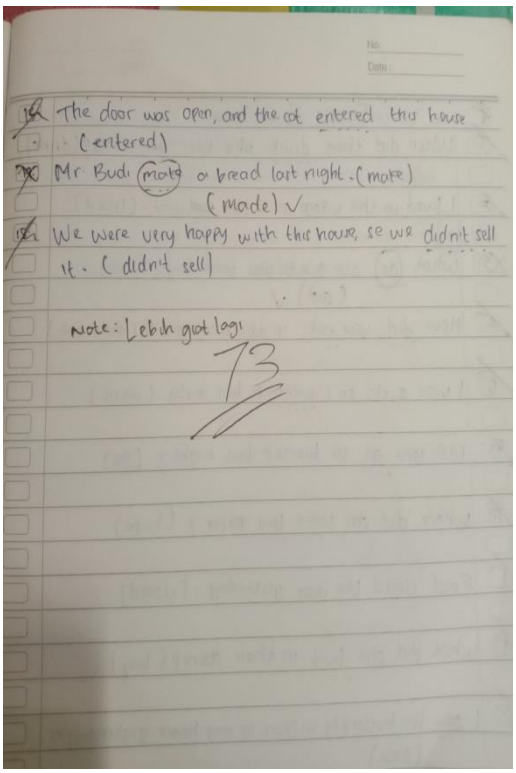


9. He will can (can) you tomorrow.
10. This time next week, we will be traveling (travel)
11. By the end of the year, she will have been completed (complete) her degree.
12. By the month, they will have been living (live) here for five years
13. I had never seen (never, see) a beautiful place ~~beautiful~~ before. I visited (visit) Paris last year.
14. She wrote (write) a letter yesterday but she has not sent (not send) it yet
15. Usually, he plays (play) tennis on Saturdays but today he is playing (play) basketball.



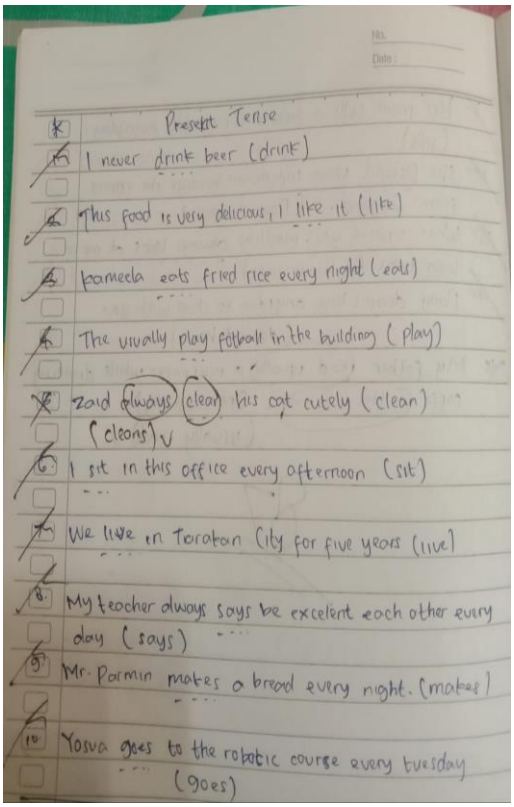
Simple Past Tense

1. When did they drink this beer yesterday? (drink)
2. I lived in this village since last ~~last~~ year. (lived)
3. What (do) she give to you yesterday? (do) (did) ✓
4. How did you eat in the morning? (did, eat)
5. I was sick, so I went to bed early (went)
6. Did you go to bioscop last night? (go)
7. Where did she take this paper? (take)
8. Zaid closed the door yesterday. (closed)
9. What did she buy in their store? (buy)
10. I saw the butterfly in front of my home yesterday? (saw)
11. The teacher (say) something to the student yesterday? (say) (said) ✓
12. Abdilloh (write) more than 200 books last year. (write) (wrote) ✓



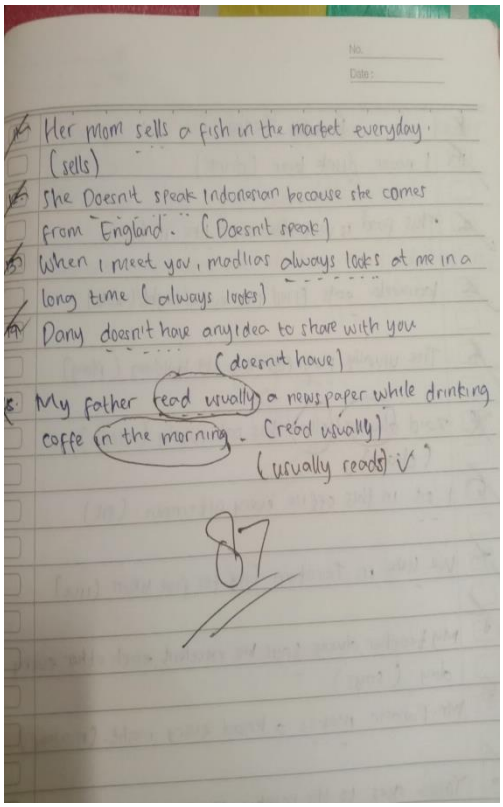
13. The door was open, and the cat entered this house (entered)
14. Mr Budi (make) a bread last night. (make) (made) ✓
15. We were very happy with this house, so we didn't sell it. (didn't sell)

Note: Lebih gut lagi



Present Tense

1. I never drink beer (drink)
2. This food is very delicious, I like it (like)
3. Pameela eats fried rice every night (eats)
4. The usually play fotball in the building (play)
5. Zaid always clean his cat cutely (clean)
   (cleans) v
6. I sit in this office every afternoon (sit)
7. We live in Toraton City for five years (live)
8. My teacher always says be excelent each other every day (says)
9. Mr. Parmin makes a bread every night. (makes)
10. Yosva goes to the robotic course every tuesday (goes)



1. Her mom sells a fish in the market everyday. (sells)
2. She Doesnit speak Indonesian because she comes from England. (Doesnit speak)
3. When i meeet you, madlias always looks at me in a long time (always looks)
4. Dony doesnit have any idea to share with you (doesnit have)
5. My father read usually a newspaper while drinking coffe in the morning. (read usually)
   (usually reads) v

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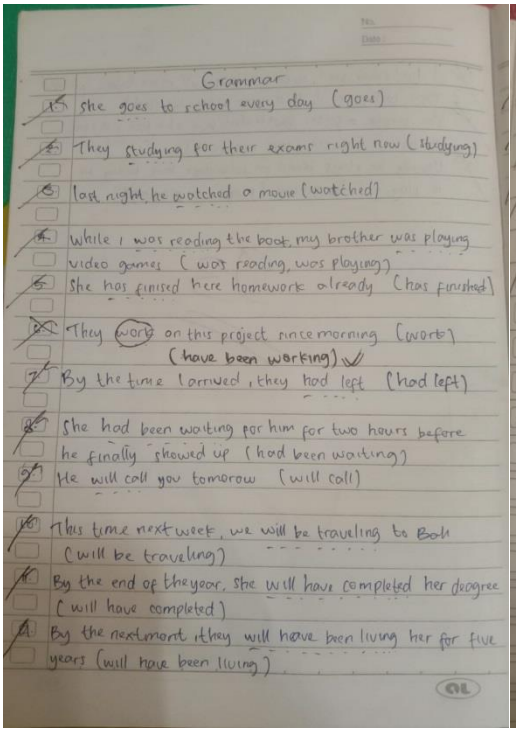
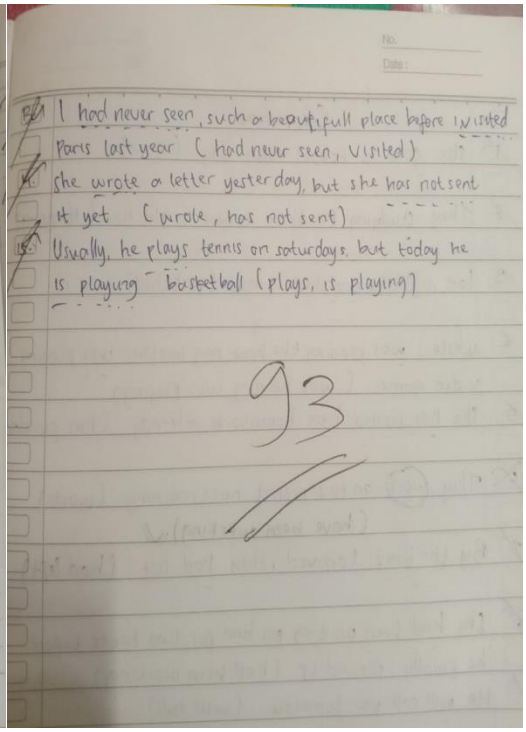


Grammar

1. she goes to school every day (goes)
2. They studying for their exams right now (studying)
3. last night, he watched a movie (watched)
4. While i was reading the book, my brother was playing video games (was reading, was playing)
5. She has finised here homework already (has finished)
6. They work on this project since morning (work)
   (have been working) v
7. By the time I arrived, they had left (had left)
8. She had been waiting for him for two hours before he finally showed up (had been waiting)
9. He will call you tomorow (will call)
10. This time next week, we will be traveling to Bali (will be traveling)
11. By the end of the year, she will have completed her degree (will have completed)
12. By the next mont ithey will have been living her for five years (will have been living)



1. I had never seen such a beautifull place before I visited Paris last year (had never seen, visited)
2. she wrote a letter yesterday, but she has not sent it yet (wrote, has not sent)
3. Usually, he plays tennis on saturdays, but today he is playing basketball (plays, is playing)

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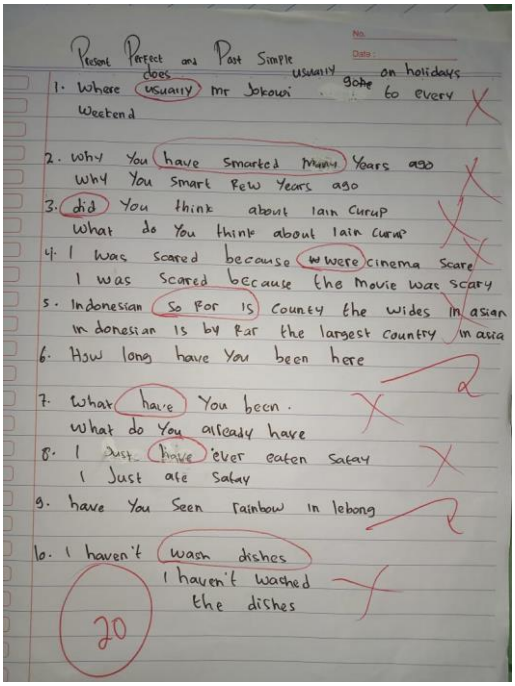

Present Perfect and Past Simple

1. Where usually Mr Jokowi does go on holidays
   Weekend
2. Why You have smarted Many Years ago
   Why You smart Few Years ago
3. did You think about Iain Curup
   What do You think about Iain Curup
4. I was scared because were cinema Scare
   I was Scared because the Movie was scary
5. Indonesian So For is Country the wides in asian
   In donesian is by far the largest country in asia
6. How long have You been here
7. What have You been.
   What do You already have
8. I Just have ever eaten Satay
   I Just ate Satay
9. have You Seen rainbow in lebong
10. I haven't wash dishes
    I haven't washed
    the dishes

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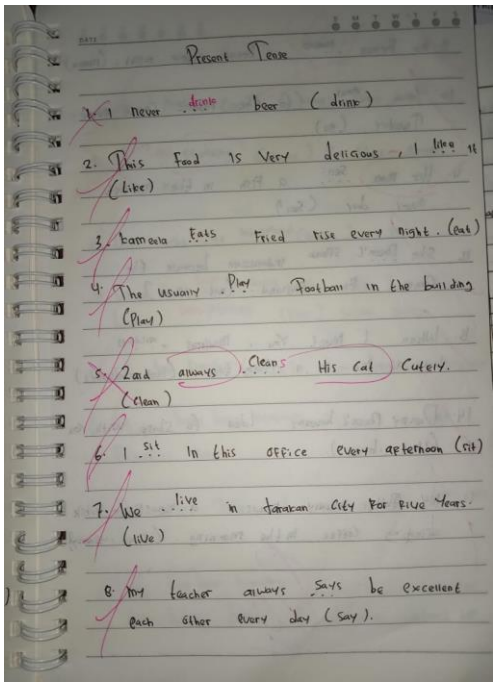
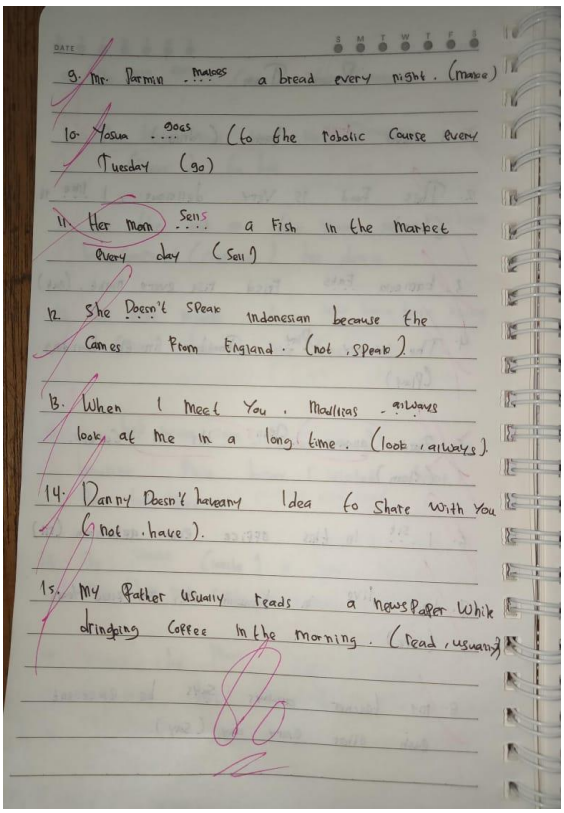
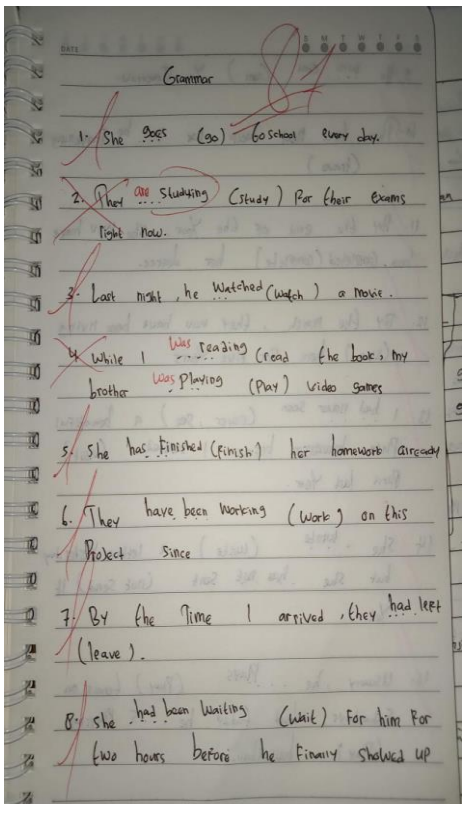


Present Tense

1. I never drink beer (drink)
2. This Food is very delicious, I like it (Like)
3. Kameela Eats Fried rice every night. (Eat)
4. The usually Play Football in the ball ding (Play)
5. Zaid always Cleans His Cat Cutely. (Clean)
6. I sit in this office every afternoon (sit)
7. We live in Jakarta City for five Years. (live)
8. My teacher always says be excellent each other every day (Say).

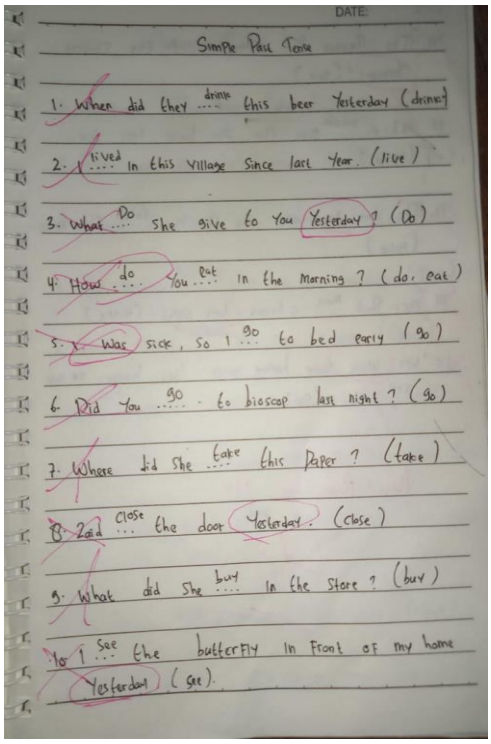


9. Mr. Parmin makes a bread every night. (make)
10. Yosua goes (to the robotic course every Tuesday (go)
11. Her mom sells a Fish in the market every day (Sell)
12. She Doesn't Speak Indonesian because the Comes From England. (not, Speak)
13. When I Meet You, Mallias always look at me in a long time. (look, always)
14. Danny Doesn't haveany Idea to Share with You (not, have).
15. My Father usually reads a newspaper while dringking Coffee in the morning. (read, usually)



Grammar

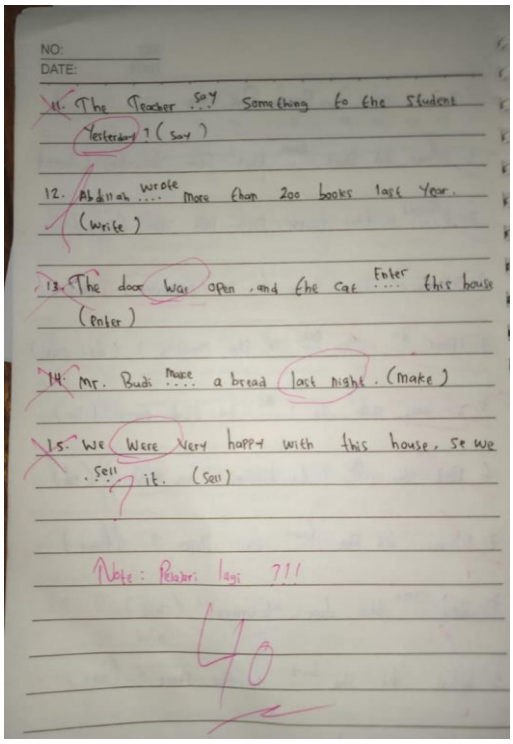
1. She goes (go) to school every day.
2. They are studying (Study) for their exams right now.
3. Last night, he Watched (watch) a movie.
4. While I was reading (read) the book, my brother was playing (Play) video games
5. She has finished (finish) her homework already
6. They have been working (work) on this Project since
7. By the time I arrived, they had left (leave).
8. She had been waiting (wait) for him for two hours before he finally showed up



DATE:

Simple Past Tense

1. When did they drink this beer Yesterday (drink)
2. I lived in this Village Since last Year. (live)
3. What Do She give to You Yesterday ? (Do)
4. How do You eat in the Morning ? (do, eat)
5. I was sick, So I go to bed early (go)
6. Did You go to bioscop last night ? (go)
7. Where did She take this Paper ? (take)
8. Zaid close the door Yesterday. (close)
9. What did She buy in the Store ? (buy)
10. I See the butterFly in Front of my home Yesterday (see).



NO:
DATE:

11. The Teacher say Something to the Student Yesterday ? (say)
12. Abdinah wrote more than 200 books last Year. (write)
13. The door was open, and the cat Enter this house (enter)
14. Mr. Budi Make a bread last night. (make)
15. We were very happy with this house, So we sell it. (sell)

Note : Pelajari lagi ???

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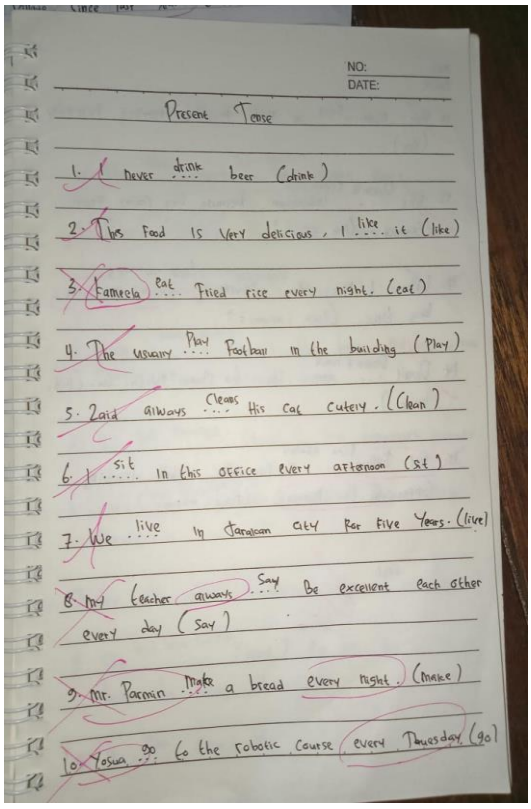
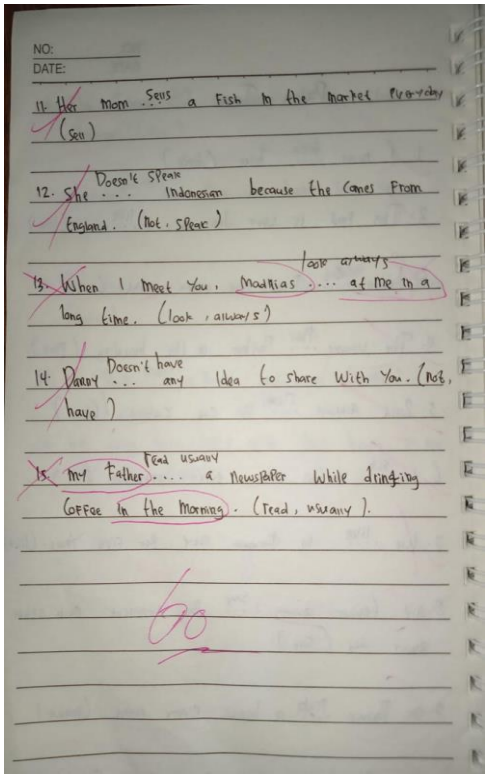


NO:
DATE:

Present Tense

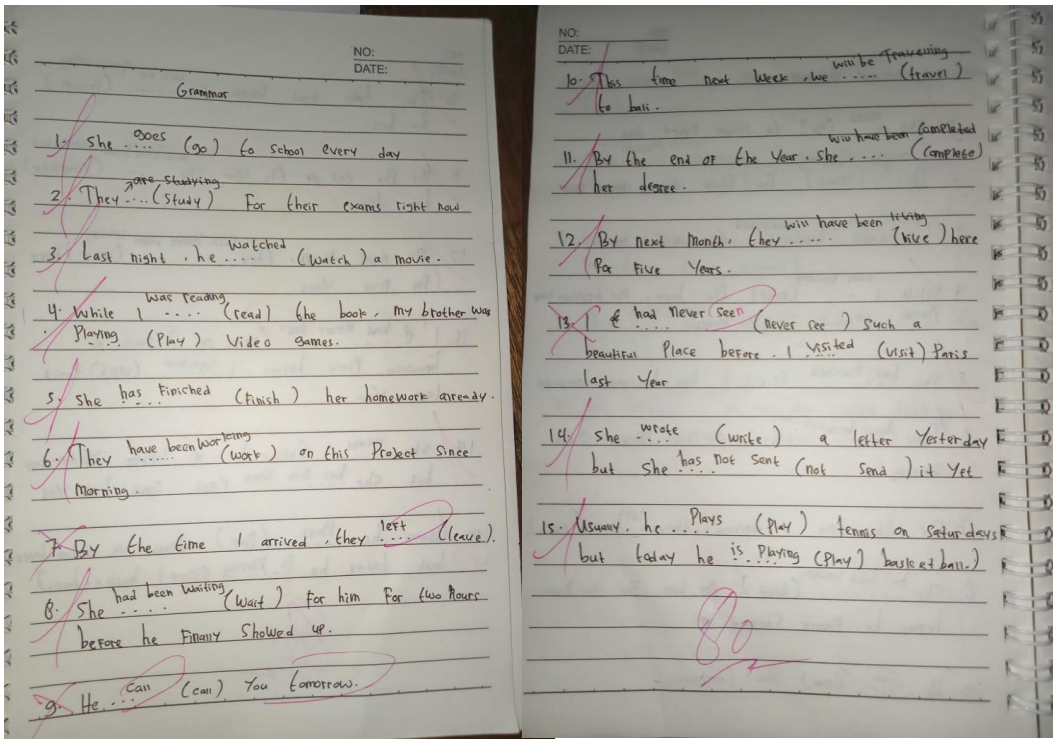
1. I never drink beer (drink)
2. This Food is very delicious, I like it (like)
3. Fameela eat Fried rice every night. (eat)
4. The usually Play Football in the building (Play)
5. Zaid always Cleans his Cat cutlery. (Clean)
6. I sit in this office every afternoon (sit)
7. We live in Jarakcan city For five Years. (live)
8. My teacher always Say Be excellent each other every day (say)
9. Mr. Parmin Make a bread every night. (make)
10. Yosua go to the robotic course every Thuesday (go)



NO:
DATE:

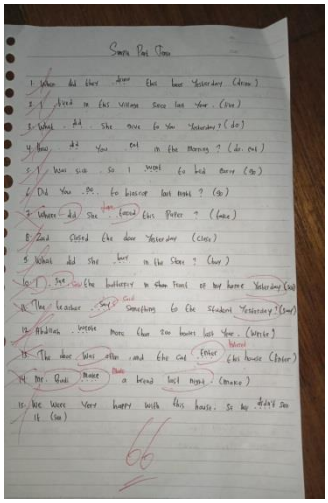
11. Her Mom Sells a Fish in the market Everyday (sell)
12. She Doesn't Speak Indonesian because the comes From England. (not, Speak)
13. When I meet You, Maulias look always at me in a long time. (look, always)
14. Danny Doesn't have any Idea to share With You. (not, have)
15. My Father Read usually a Newspaper While drinking Coffee in the Morning. (read, usually).

60



Grammar

1. She goes (go) to school every day
2. They are studying (study) for their exams right now
3. Last night, he watched (watch) a movie.
4. While I was reading (read) the book, my brother was playing (play) video games.
5. She has finished (finish) her homework already.
6. They have been working (work) on this project since morning.
7. By the time I arrived, they left (leave).
8. She had been waiting (wait) for him for two hours before he finally showed up.
9. He will call (call) you tomorrow.
10. This time next week, we will be traveling (travel) to bali.
11. By the end of the year, she will have been completed (complete) her degree.
12. By next month, they will have been living (live) here for five years.
13. I had never seen (never see) such a beautiful place before. I visited (visit) Paris last year
14. She wrote (write) a letter yesterday but she has not sent (not send) it yet
15. Usually, he plays (play) tennis on saturdays but today he is playing (play) basketball.

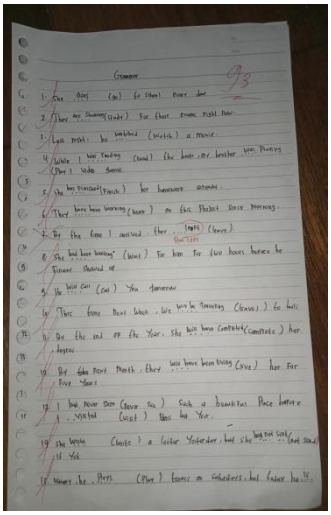


Simple Past Tense

1. When did they draw the last picture yesterday (draw)
2. I lived in this village since last year. (live)
3. What did she move to you yesterday? (do)
4. How did you get in the morning? (do, eat)
5. I was sick. So I went to bed early (go)
6. Did you be to bioscop last night? (go)
7. Where did she found this plate? (make)
8. Zack closed the door yesterday (close)
9. What did she buy in the store? (buy)
10. I saw the butterfly in the front of her home yesterday (see)
11. The teacher gave something to the student yesterday? (buy)
12. Andhika wrote more than 300 books last year. (write)
13. The mice stole from and the cat ate this house (stole)
14. Mr. Budi made a bread last night. (make)
15. We were very happy with this house. So we didn't sell it (be)

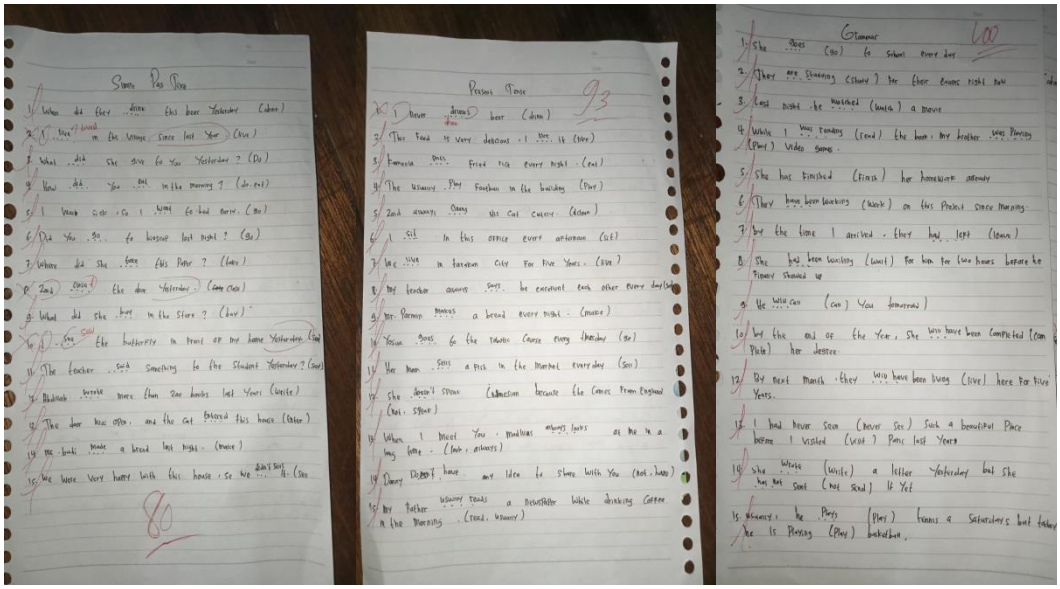
Present Tense

1. Where does he drive (drive)
2. This food is very delicious. I like it (like)
3. Remark eats fried rice every night. (eat)
4. The workers paint the buildings (paint)
5. Zack returns clean the cat cutlery. (clean)
6. He sits in this office every afternoon (sit)
7. We live in Surabaya City for five years (live)
8. My teachers always be be excellent each other every day (be)
9. My Father makes a bread every night. (make)
10. Yosua goes to the theater once every thursday (go)
11. The Boys save a fish in the marines everyday (see)
12. She don't study indonesian because she comes from England (not, study)
13. When I meet you, Mathias answer looks at me in a long time (look, answer)
14. Where Don't have any idea to share with you (not, have)
15. My father usually reads a newspaper while drinking coffee in the morning. (read, usually).



Grammar

1. Eva goes (go) to school every day
2. They are studying (study) for their exams right now
3. Last night, he watched (watch) a movie.
4. While I was reading (read) the book, my brother was playing (play) video games.
5. She has finished (finish) her homework already.
6. They have been working (work) on this project since morning.
7. By the time I arrived, they left (leave).
8. She had been waiting (wait) for him for two hours before he finally showed up.
9. He will call (call) you tomorrow
10. This time next week, we will be traveling (travel) to bali.
11. By the end of the year, she will have completed (complete) her degree.
12. By next month, they will have been living (live) here for five years.
13. I had never seen (never see) such a beautiful place before I visited (visit) Paris last year.
14. She wrote (write) a letter yesterday but she has not sent (not send) it yet.
15. Usually, he plays (play) tennis on saturdays but today he is playing (play) basketball.



Simple Past Tense

1. When did they drink this beer Yesterday (drink)
2. I lived in this village since last Year (live)
3. What did she give to You Yesterday? (Do)
4. How did You eat in the morning? (do, eat)
5. I was sick, so I went to bed early. (go)
6. Did You go to bioscop last night? (go)
7. Where did she take this Paper? (take)
8. Zaid closed the door Yesterday. (close)
9. What did she buy in the Store? (buy)
10. I see the butterfly in front of my home Yesterday. (see)
11. The teacher said something to the Student Yesterday? (say)
12. Abdillah wrote more than 200 books last Year (write)
13. The door was open, and the cat entered this house (enter)
14. Mr. Budi made a bread last night. (make)
15. We were very happy with this house, se we didn't sell it. (sell)

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Present Tense

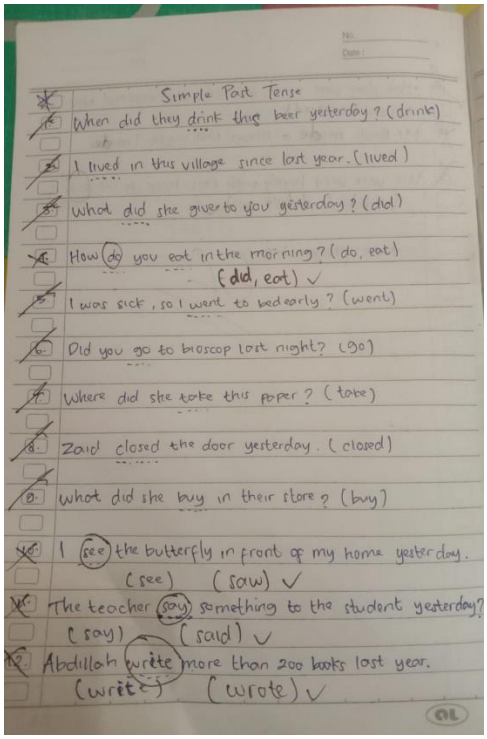
93

1. I never drinks beer (drink)
2. This Food is very delicious. I like it (like)
3. Kamelia eats Fried rice every night. (eat)
4. The usually Play Football in the building (Play)
5. Zaid always Cleans his Cat Cutlery. (clean)
6. I sit in this office every afternoon (sit)
7. We live in Jakarta City For Five Years. (live)
8. My teacher always says be excellent each other every day (say)
9. Mr. Parmin makes a bread every night. (make)
10. Yosua goes to the Jakarta Course every thursday (go)
11. Her mom sells a fish in the Market every day (sell)
12. She doesn't speak Indonesian because the Comes From England (not, speak)
13. When I meet You, Madhias always looks at me in a long time. (look, always)
14. Danny Doesn't have any Idea to share with You (not, have)
15. My Father usually reads a newspaper while drinking Coffee in the Morning. (read, usually)

Grammar

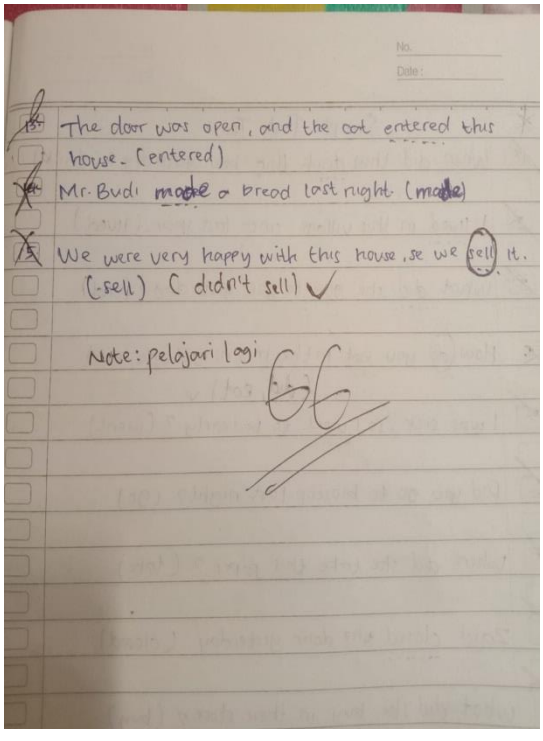
100

1. She goes (go) to School every day
2. They are Stunning (stuny) for their Exams night now
3. Last night he watched (watch) a movie
4. While I was Reading (read) the book, my brother was Playing (Play) Video games.
5. She has Finished (Finish) her homework already
6. They have been working (work) on this Project since Morning.
7. By the time I arrived, they had left (leave)
8. She had been waiting (wait) for him for two hours before he Finally showed up
9. He will Call (call) You tomorrow)
10. By the end of the Year, She will have been Completed (complete) her degree.
12. By next month, they will have been living (live) here For five Years.
13. I had never seen (never see) such a beautiful Place before I visited (visit) Paris last Year
14. She wrote (write) a letter Yesterday but she has not sent (not send) It Yet
15. Usually, he Plays (Play) tennis a Saturdays but today he is Playing (Play) basketball.



Simple Past Tense

1. When did they drink this beer yesterday? (drink)
2. I lived in this village since last year. (lived)
3. What did she give to you yesterday? (did)
4. How do you eat in the morning? (do, eat) (did, eat) ✓
5. I was sick, so I went to bed early? (went)
6. Did you go to bioscop last night? (go)
7. Where did she take this paper? (take)
8. Zaid closed the door yesterday. (closed)
9. What did she buy in their store? (buy)
10. I see the butterfly in front of my home yesterday. (see) (saw) ✓
11. The teacher say something to the student yesterday? (say) (said) ✓
12. Abdillah write more than 200 books last year. (write) (wrote) ✓



13. The door was open, and the cat entered this house. (entered)
14. Mr. Budi made a bread last night. (made)
15. We were very happy with this house, se we sell it. (sell) (didn't sell) ✓

Note: pelajari lagi

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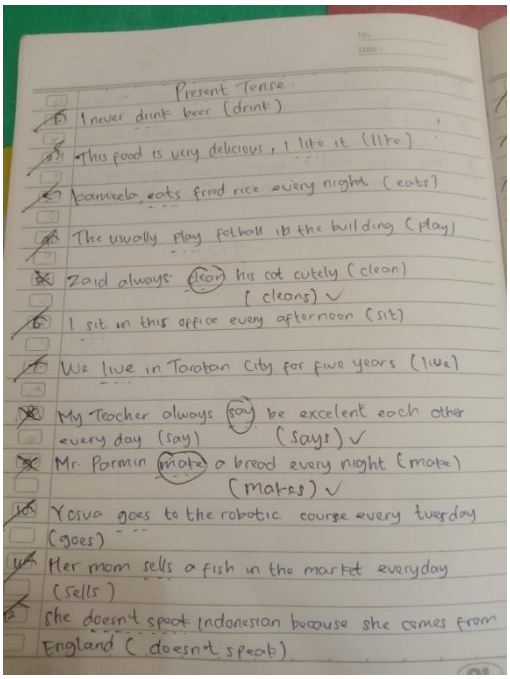
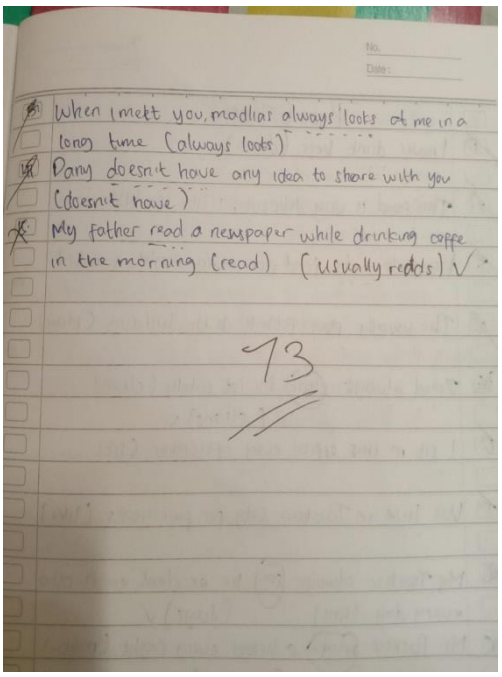


Present Tense

1. I never drink beer (drink)
2. This food is very delicious, I like it (like)
3. Kameela, eats fried rice every night (eats)
4. The usually play fotball in the building (play)
5. Zaid always clean his cat cutely (clean) (cleans) ✓
6. I sit in this office every afternoon (sit)
7. We live in Taratan City for five years (live)
8. My Teacher always say be excelent each other every day (say) (says) ✓
9. Mr. Parmin make a bread every night (make) (makes) ✓
10. Yosua goes to the robotic course every tuesday (goes)
11. Her mom sells a fish in the market everyday (sells)
12. She doesn't speak Indonesian because she comes from England (doesn't speak)



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3. When I meet you, madlias always looks at me in a long time (always looks)
4. Dany doesn't have any idea to share with you (doesn't have)
5. My father read a newspaper while drinking coffe in the morning (read) (usually reads) ✓

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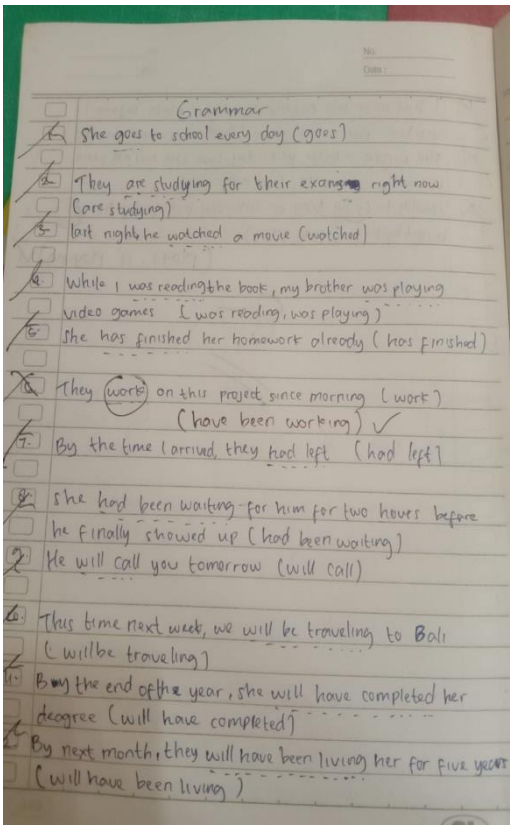
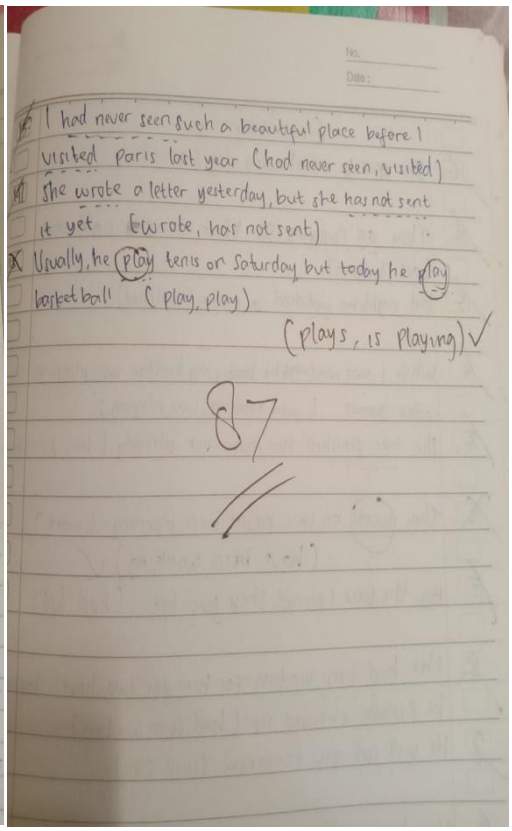


Grammar

1. She goes to school every day (goes)
2. They are studying for their exams right now (are studying)
3. last night, he watched a movie (watched)
4. While I was reading the book, my brother was playing video games (was reading, was playing)
5. She has finished her homework already (has finished)
6. They work on this project since morning (work) (have been working) ✓
7. By the time I arrived, they had left (had left)
8. She had been waiting for him for two hours before he finally showed up (had been waiting)
9. He will call you tomorrow (will call)
10. This time next week, we will be traveling to Bali (will be traveling)
11. By the end of the year, she will have completed her degree (will have completed)
12. By next month, they will have been living her for five years (will have been living)



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1. I had never seen such a beautiful place before I visited Paris last year (had never seen, visited)
2. She wrote a letter yesterday, but she has not sent it yet (wrote, has not sent)
3. Usually, he play tenis on Saturday but today he play basketball (play, play) (plays, is playing) ✓

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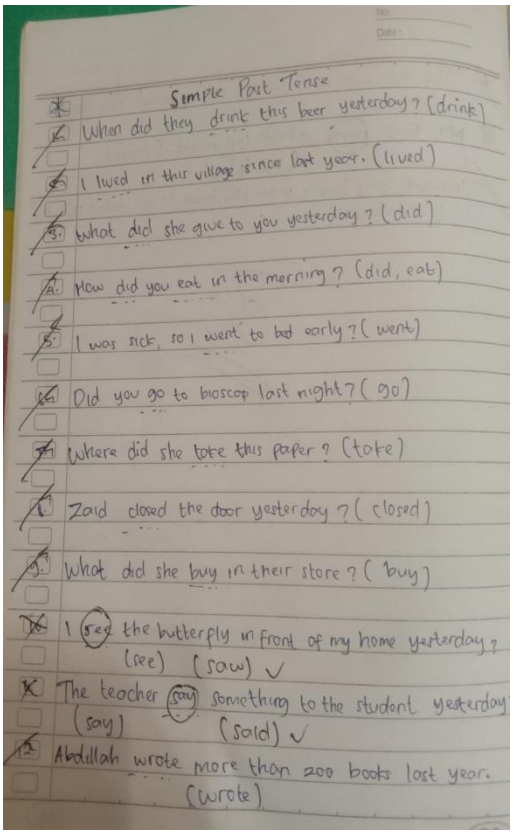
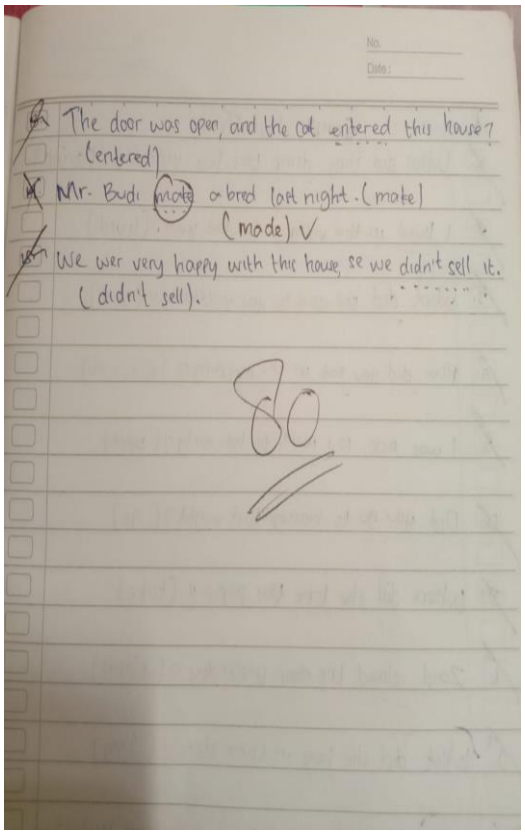


Simple Past Tense

1. When did they drink this beer yesterday? (drink)
2. I lived in this village since last year. (lived)
3. What did she give to you yesterday? (did)
4. How did you eat in the morning? (did, eat)
5. I was sick, so I went to bed early? (went)
6. Did you go to bioscop last night? (go)
7. Where did she take this paper? (take)
8. Zaid closed the door yesterday? (closed)
9. What did she buy in their store? (buy)
10. I ~~see~~ the butterfly in front of my home yesterday? (see) (saw) ✓
11. The teacher ~~say~~ something to the student yesterday (say) (said) ✓
12. Abdillah wrote more than 200 books last year. (wrote)



6. The door was open, and the cat entered this house? (entered)
7. Mr. Budi ~~mate~~ a bred last night. (mate) (made) ✓
8. We wer very happy with this house, se we didn't sell it. (didn't sell).

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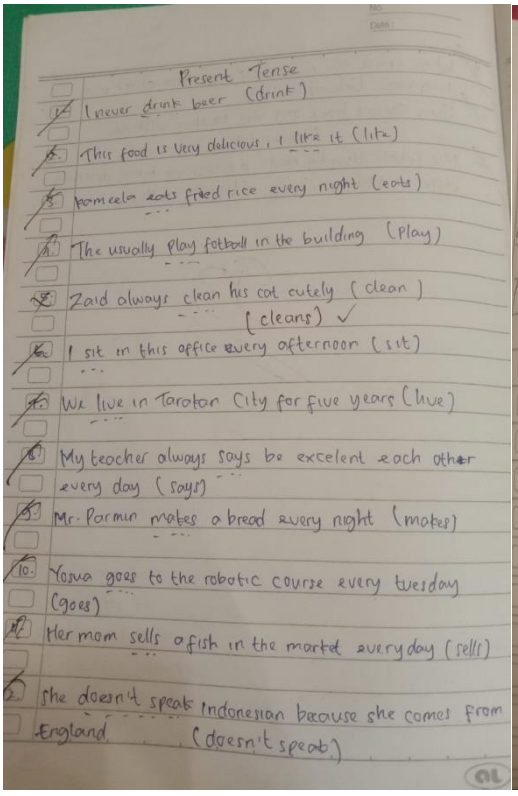
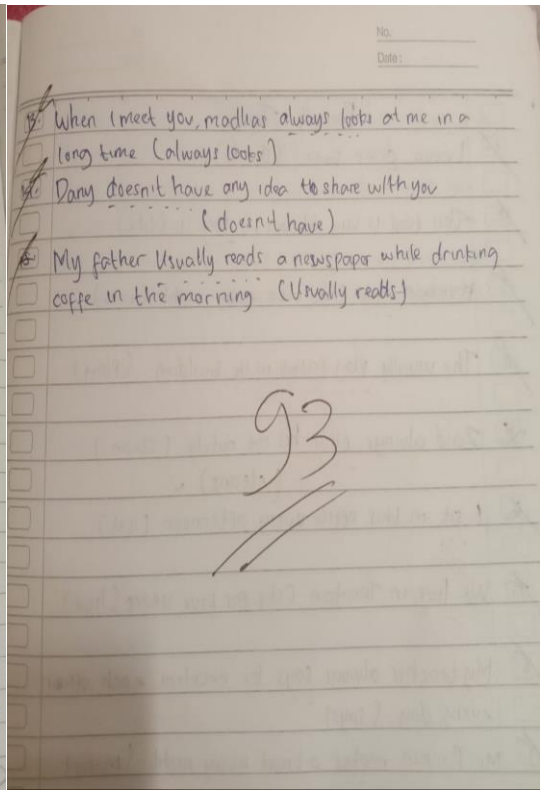


Present Tense

1. I never drink beer (drink)
2. This food is very delicious, I like it (like)
3. Pamela eats fried rice every night (eats)
4. The usually play fotball in the building (play)
5. Zaid always clean his cat cutely (clean) (cleans) ✓
6. I sit in this office every afternoon (sit)
7. We live in Tarakan City for five years (live)
8. My teacher always says be excelent each other every day (says)
9. Mr. Parmin makes a bread every night (makes)
10. Yosua goes to the robotic course every tuesday (goes)
11. Her mom sells a fish in the market everyday (sells)
12. She doesn't speak Indonesian because she comes from England (doesn't speak)



13. When I meet you, madlias always looks at me in a long time (always looks)
14. Dany doesn't have any idea to share with you (doesn't have)
15. My father Usually reads a newspaper while drinking coffe in the morning (Usually reads)

93

No.
Date :

Grammar

4. She goes to school every day (goes)

5. They are studying for their exams right now (are studying)

6. Last night, he watched a movie (watched)

7. While I was reading the book, my brother was playing video games (was reading, was playing)

8. She has finished her homework already (has finished)

9. They have been working on this project since morning (have been working)

10. By the time I arrived, they had left (had left)

11. She had been waiting for him for two house before he finally showed up (had been waiting)

12. He will call you tomorrow (will call)

13. This time next week, we will be traveling to Bali (will be traveling)

14. By the end of the year, she will have completed her degree (will have completed)

15. By the next month, they will have been living her for five years. (will have been living).

No.
Date :

16. I had never seen such a beautiful place before I visited Paris last year (had never seen, visited)

17. She wrote a letter yesterday, but she has not sent it yet (wrote, has not sent)

18. Usually, he plays tennis on Saturday, but today he is playing basketball (plays, is playing)

RESPONDEN INTERVIEW