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## Online EFL Teaching and Learning: Advanced Grammar Class and Washback Effect in Test

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**Abstract.** This study investigates the teaching and learning English through online class and the washback effect of online testing during pandemic COVID-19 issue. The participants of this study were University EFL teacher and undergraduate students of English Education Department at *Universitas Nahdlatul Ulama Purwokerto* in Central Java Province, Indonesia. The data were collected through interviews, documents and pictures. Then, the data analysis technique was adopted from Spradley (1980). The finding has indicated that the teaching and learning online is realized effectively through Whatsapp Group (WAG) as the e-learning platform. There are positive and negative washback effects of online testing to the teaching and learning, exclusively in advance grammar course. The teacher becomes aware of the use of test item and online testing system. In other hand, the students intend to have well preparedness to follow the test.

**Keywords.** online learning, COVID-19, WhatsApp, e-learning platform, washback effect, online test

### 1. Introduction

In teaching and learning process, a test has an essential role. It becomes seriously to be realized. The reason is due to it can be beneficial for the advancement of teaching and learning. The test should be achieved to evaluate and to figure out the learning whether effective or not. It is able to restrict the possibility of students feeling bored with monotonous learning. As the teachers, they desire to enhance the favorable teaching and learning atmosphere.

According to Ibad (2019) teaching and testing are associated each other. Teachers need to both teach the students sufficiently and they are also required to assess their teaching performance. In some cases, tests serve the information that assist the students and teachers' improvement in learning. The prosperity of testing for students is to conceive a positive attitude to learning by contributing them a sense of achievement. In addition, the growth of knowledge and capability in language must be increased.

A test itself has a washback effect. The word 'washback' refers to the implication which is in language teaching and testing literature. The effect of language testing on teaching and learning is called as washback or backwash (Alderson & Wall, 1993) in Senel (2013). Typically, there are two kinds of washback effects such as negative and positive washback Indrawati (2018). Negative washback arises when the goals of learning do not meet the target assessment. Otherwise, positive washback occurs if there is compatibility between the learning objective

and the kind of test. In this case, the test has pivotal aspect in the teaching and learning language accomplishment.

Sometimes, there will be any challenges in evaluating the teaching and learning English, particularly in the English as Foreign Language (EFL) countries. The obstacles in assessing English as the course of teaching ideally become a possibility in accordance with how to evaluate the learning. Akbari (2015) classified the problems on the part of language assessment or evaluation as the factors of challenges in teaching or learning English in Iran. The School authorities and parents believe that a good schools ideally have a satisfactory test specification. Then, the another aspects that encourage the acceptable learning process is about learning environment. Teaching and learning exquisitely is done face to face. Teachers and students can interact directly in the classroom. However, it is often potential a learning occurs through online classroom. Nowadays, the issue of COVID-19 pandemic arises to education field. It leads people live with social distancing and learning by online. An online learning requires technological facilities sufficiently. The technology in teaching and learning desires the digital learning tools such as computer and internet access. In this case, the educational institution have to assemble a plan for doing so. They need to prepare the entire things regarding online class. According to Means, et al.. (2010) in online learning, internet grow into main concern to the learning succeed. Comprehensively, an online learning is performed as a substitute or alternative for face-to-face learning. Online alternatives are proporsionate with face-to-face learning. However, the learning outcomes must be respected towards online learning.

Unvortunately, social distancing issue that requires online learning is passed immediately. It becomes a challanges for teacher and students in adjustment to learning classroom. The unpreparedness commit the obstacles to applicate online learning. The challenges may impact to the effectiveness of learning by online.

*Universitas Nahdlatul Ulama (UNU) Purwokerto* is one of campuses in Indonesia that has implemented online learning during COVID-19 pandemic. The learning activities has readjusted from offline class into the online class. The campus has issued in restricting the activities which is done in the campus area. It is proved with the circular letter of Rector UNU No. 116/UNU-PWT/UM/2020 that describes about the extension of time for preparedness and anticipatory measures to prevent the spread of COVID-19 infections in the campus environment. The learning activities must do through online.

Due to the above facts, this study desires first, to investigate the teachers and students' experiences in how the teaching and learning English process through online class, and second to perceive the washback effects of online testing whether positive or negative.

### **1.1 Research Questions**

There are two research questions as follows:

1. How is the teaching and learning English through online class?
2. How is the washback effect of online test during online class?

### **1.2 The Objectives of The Study**

Related to the research questions, this study then, aims:

1. To investigate the teaching and learning English through online class during social distancing in the pandemic COVID-19 issue.
2. To know the washback effect of online testing during social distancing in the pandemic COVID-19 era.

## 2. Literature Review

The role of online learning is exquisitely to be an alternative of traditional learning or face-to-face teaching and learning. A teaching and learning online is announced as effective if it does not enforce the student's achievement. The student's performance should be balance to the offline learning. The student achievement are the same whether a course is received by online or directly face-to-face in offline classes, Means,.etal. (2010).

According to (Houlden & Veletsianos, 2020; Li & Lalani, 2020; OECD, 2020b) in Henaku (2020), the transformation of offline learning to online learning does not become a recent thing to do by some schools in the world. However, the problem of internet connection is still impact to the implementation of online learning. The Organisation for Economic Cooperation and Development (OECD) disclosed the number of students who access the online learning. In Columbia, 34% of students have access to a computer for online learning at home. Whereas, Basilaia and Kvavadze, (2020) encountered that in Georgia, less than 50% of families in rural areas have access to computers.

Commonly, there are barriers in the taching and learning English even it is implemented in the direct face-to-face learning or even online. As an example, according to Lutfiana, Suwartono, and Akter (2020) in conventional teaching and learning experince, a language becomes students' barrier in the learning process. The students' lack of English language background impacts to the students' learning progress or achievement.

Henaku (2020) has investigated the online learning experiences during pandemic COVID-19 where the learning is held through online. The result of the study concludes that the university in Ghana, the teaching and learning is done by using E-learning platforms. In joining the online classes, the students' complain regarding to the internet access. They desire the over financial due to the high cost of internet bundle. Then, the learning environment also presents an effect to the students' learning process. They often feel disturb to the unfavorable situation at home. As Allo (2020) stated, the students' perception of the online learning in the midst of COVID-19 is quite well. The online learning is effective to realize during the pandemic issue. Unvortunately, they feel difficulty to follow online class due to the internet connection. They require that in the online learning prefer to use free Messenger application in Online Learning System.

Teaching and testing are associated each other. Teachers need to both teach the students suffeciently and they are also required to assess their teaching performance. In some cases, tests serves the information that assist the students and teachers' improvement in learning Ibad (2019). By means of this statement, a test has pivotal role in the teaching and learning assessment. Brown (2004) stated that a test refers to method and measurement. It is called as method due to it becomes an instrument which involves the procedures, techniques and or items to determine the person who are assessed or tested. Although, a test aims to measure test takers' ability in the specific objectives.

As Senel and Tutunis (2013) stated, a language testing is commonly adiministered to gain useful information related to the teaching and learning progress. A teacher often does the assessment to figure out the student's ability and performance whether they achieved a satisfying progress or just stuck. It can be beneficial for evaluating the teaching and learning. To analyze and evaluate how far the learning realization is closely related to the washback effect of the test.

Assessment is actually given on the whole of learning process. The activities of students in participating the lesson such as response to the teacher's explanation, answer the questions, and giving comments are able to be a criteria of teacher's assessment. According to Brown (2004) teacher can immediatly make an assesment to the students' performance. There are two kind of assessment, they are formative and summative assessment. The differences between both of

them are in the test or assessment period. Normally, the formative assessment is done to evaluate the students during the learning process. It addresses to assist the students continue their learning progress. In other hand, summative assessment applies at the end of the course. It aims to measure or compile what actually students has grasped.

A study which is conducted by Senel and Tutunis (2013) has investigated the washback effect of testing on students' learning in EFL writing classes. The result indicates that some of the students are anxious or worried in doing the writing test. Their lack of grammar knowledge, anxiety, fear of failure, negative attitude towards English course and the tests' time limit become challenges to do the test. This effect is mostly negative washback.

According to McKinley & Thompson (2018) the learners, teachers, materials, and wider effect of the test are the large dimensions of washback. The distinction participant probably can vacillate regarding to the context. The difference here becomes necessary due to, first as learner washback is interested to the learners' admission or opposition of a test's fair assessment, whereas program washback is focused on teachers and all other parties who are included in affecting and progressing courses and materials. Learners are possibly the most touched by washback. Strengthening for and reaching a test, as well as resulting outcomes, will influence the learners who are assessed. For instance, the study related to the washback on learning by introducing a speaking test in Hong Kong. The arrangement were made about them and meet the required skills needed in the test, there was evidence of positive washback on learners as they concern to speaking and oral communication (Andrews, Fullilove, & Wong, 2002).

### **3. Methodology**

This study used descriptive qualitative approach. According to Bogdan and Taylor in Sugiyono (2010: 15) qualitative research is a research method that uses the positivism philosophy in order to find the natural condition of the object. It is widely investigate the impression of a social phenomenon while the object of study is contrasted, compared, replicated, catalogued, and classified (Miles & Huberman, 1984) in Creswell (2009). Qualitative research produces descriptive data as written or oral data from people and the subject that can be observed. This study describes how the teaching and learning through online class and how the washback effects of online testing.

#### **3.1 Participants**

This study focuses on investigating the teaching and learning experiences and to gather how the washback effect of online testing during online class. The participants of this study were lecturer or University EFL teacher and undergraduate students of English Education Department at *Universitas Nahdlatul Ulama Purwokerto*, Central Java Province, Indonesia. The technique of sampling used purposive sampling. Moleong (2011) said that purposive sampling aims to collect the facts which can be a basic for study intention and the emerging theories.

#### **3.2 Data Collection**

To advance the information regarding to the online learning experiences, the data collection were gathered from interview, document and pictures. Whereas, to gather the washback effects of online testing, interview and documents were collected.

Additionally, the instrument of data collection used semi-structure interview. Suwartono (2014) stated that in semi-structure interview, the questions is arranged depend on the topic. The writer used several questions which has pointed out both to the online learning experiences and the facts of washback effects regarding to online testing, exclusively on advanced grammar class.

The interview was done through whatsapp chat and voice note. It considered to the pandemic situation.

According to Moleong (2011), pictures provide the descriptive data. It can be used to criticize the subjectivity of the data. In this study, pictures refers to the screenshot of whatsapp chat which describes how the online learning process on WAG as the e-learning platform.

Then, Moleong (2011) mentioned that document is served to examine, clarify, and predict. This study, then used syllabus and or lesson plan of advanced grammar course. It aims to clarify the learning objectives. Also, the document is served about the kind of test.

### **3.4 Data Analysis**

The technique of data analysis consists of steps which was used by the writer to analyze the data. In this case, the writer administered the descriptive qualitative method. Due to the fact that, the writer described the data by sentences in order to gain a precise interpretation. The writer used model of data analysis which is adapted from Spradley (1980) in Moleong (2011: 304):

#### **a. Domain Analysis**

This analysis took the data from three source of data collections such as first, interviewing the lecturer or University EFL teacher and students. Second, the documents of teaching plan or syllabus and the kind of test. And the third is pictures, the picture is the screenshot of how teaching and learning process using WAG.

##### **1) Taxonomy Analysis**

After the writer took the domain analysis, the writer would analyze the data and more focus on the necessary data which was used for this study. The writer classified the data into the the study focus on.

##### **2) Components Analysis**

There are several steps on the components analysis, they are as follows:

- a. Picked out the domain which would identify the phenomenon of the data.
- b. Classified the data (domain) appropriate with the study focus on.
- c. Made an categorization of how teaching and learning process in online class and how the washback effects of online testing to the theories.
- d. Developed the theory.
- e. Focus on the theory included on the study focus on or topic.

##### **3) Theme Analysis**

Theme analysis is a set of procedures to understand what the study focus on. The writer found the comprehensive theme which it would be the most appropriate theme for this study. The writer put the theme for this study according to what the main aspects included on how teaching and learning process in online class and how the washback effects of online testing.

##### **4) Trustworthiness**

There are four criteria for trustworthiness such as credibility, transferability, dependability, and conformability, Moleong (2011: 324). Credibility was grounded in triangulation, writer preverance, peer review, member checks, and negative case analysis. This study used the writer preverance, due to the fact that the writer took the data from interviews, so the writer preferred to analyze the natural facts or phenomenon from the participants. Then, transferability tends the extent to which findings from this study might, here the writer used the clear description of how teaching and learning process in online class and how the washback effects of online testing. Dependability and conformability concern to audit both of them.

#### **4. Findings**

##### **4.1 Course and The Aims**

Advanced Grammar was the course of undergraduate students which is concerned to this study. The aim of the course itself is to allow the students into the advanced level of their grammar's progress. This course is continuance from the course of Fundamental grammar and Intermediate Grammar. The area of grammar that is taught in this course is more complex in a context than both previous courses. It teaches such as complex sentences and reduction as well as adjective clause, adverbial clause, noun clause, conditional sentence, and wishes. By observing the syllabus, it is definitely addressed that the use of teaching media is using power point media. The teaching and learning is planned to realize in the classroom. However, due the fact that COVID-19 arises, the teaching and learning shifts to online learning.

Additionally, the participant, here the University EFL teacher or lecture has explained how about the course and the course's objective:

*"The goals of Advance Grammar course is to give the students understanding to the topic related to grammar, as one of the competence in English. This grammar areas is the most difficult than the previous grammar level. In advance grammar, the students need to understand both the pattern and also the function regarding to grammar."*

##### **4.2 Whatsapp Group (WAG) as Learning Platform**

WAG was the platform for the alternative teaching and learning of Advance Grammar course in the era of COVID-19. The data is gathered from interviewing both the lecturer and students. Both the lecturer and students assume that WAG is normally effective than the another online media. It does not need an adequate attention due to they are familiar with it in daily. There is no great or seriously problem which is faced by WAG. However, there is distinguish assumptions between two students that refers to unfavorable situations in the online learning process.

The opinion is arised by the participants related to the WAG as the effective platform for online teaching and learning.

Lecturer said:

*"Actually, I have consideration when deciding WAG as the online media platform for my online teaching. WAG is normally the most effective media to use than the another platforms such as Gmeet, Zoom, or Google Classroom. Some students complain to those platforms."*

Student 1 said (originally in native language):

*"I feel easy to use WAG as learning platform during social distancing. Why? Because it does not need to create a new account like the other platform. I think it is quite easy."*

Student 2 also shared (originally in native language):

*"In my perspective, WAG is the most easy platform for online class. I have been familiar with this platform, so i do not need to learn how to use the platform, it will need times a lot."*

##### **4.3 Teacher and Student's Response to the Online Class**

It is excited to know the response of the online learning between teacher and students. The interesting thing, due to the transition of offline class or conventional class (face-to-face) immediately moves into online class. The teacher and students' response are available below.

Lecturer's perspective:

*“I suggest my students are welcome to online class through WAG. Indeed, I have consideration in choosing WAG as the learning platform. It is appropriate to use due to all my students have it. However, yaaa I found the weakness of online media. I actually can not see how the students’ feelings to the learning process. The students often give the slow response when I share the materials or when I ask them questions. It is different from when I teach them directly in the classroom or offline class.”*

Students 1 added (originally in native language):

*“I think I have no serious problems to join online class through WAG. I am able to accustom myself on the learning process. Notwithstanding, I found the challenges when I tried to readjust the class from offline to online. I often do not give the full attention due to the situations around me. I just expected that I were not in the class. Additionally, my parents often complain me. They suggested that I were doing games or busy on my phone. I think the learning process in Advance Grammar course has met the learning goals. The lecturer has explained the materials as well as in the offline class.”*

Students 2 shared that (originally in native language):

*“Firts time join the online class, I felt dizzy because I was worried to join the online class. I have no well preparation and I just think that how I can be active to partisipate in the learning. It makes me nervous. In other hand, I have no problem on the internet access, but some of my friends has accused. Moreover, related to the learning goal, I agree that it has achieved”*

#### **4.4 The Teaching and Learning Online Atmosphere**

The teaching and learning advanced grammar is carried out through WAG. The pictures or screenshot of WAG proves how the teaching and learning process. The lecturer shares the materials completely and always give the students to response by allowing them a questions and or exercices. How teaching and learning online situation is also gathered by interviewing the participants. All the participants, then shared their ideas below:

Lecturer’s statement:

*“I tried to encourage the students to actively response the class. I invite them to ask questions, give comment, and share their suggestions for the teaching and learning process. These activities are obliged to do in the learning. When I found my students passive response, I give the explanation again through voice notes. I often share the material in the form of P*

*ower point slides and any other sources to students in WAG. I think there is no serious or big distinction between online and offline taching.”*

Student 1 explained (originally in native language):

*“One of the challanges in online class is about how to be active and fast response to the learning. I faced that there is the distinction between offline and online class. In an offline class, the students are welcome to give response quickly due to the response can deliver directly by speaking. However, it is different in the online class. Sometimes, I myself did not immediately give my comment. I often figured out first in the internet or another sources to gather the answer or to make my response as well. Once again, the ability of writing becomes an obstacle when I want to deliver comment. I need to attention to the grammar because the response is in written form.”*

Student 2 described (originally in native language):

*“I agree with the difference between offline and online class is regarding to the use of spoken and written response. In online class, the response is delivered mostly into written form. The learning process begins with checking attendance, then lecturer give or share the materials of advance grammar. The lecturer usually ask the students to response the questions. She wants the students to analyze a sentence and predict what sub topic that will be discussed on the lesson.”*

#### **4.5 Daily Assesment in Online Class**

In advance grammar course learning process, the assessment is implicitly given by the teacher.

Lecturer said:

*“To know how far my students understand about the learning, I normally give them several questions at the end of the class. It aims to measure students understanding to the topic that we have discussed. For instance, when the discussion is about IF CLAUSES, then i give them exercises to check their understanding about it. The kind of exercises are error analysis, short answer, multiple choice, etc.”*

Then, the students agreed that the teacher actually give them a plenty of practices.

Student 1 said (originally in native language):

*“Before final test, the lecturer has given the students some excercises and practices. We are asked to work on the excercise because it can measure our understanding to the lesson. The lecturer said that we need to know how far the larning process is well implemented.”*

Student 2 also agreed (originally in native language):

*“Yaa.. the lecturer give us the execrices usually.”*

#### **4.6 Wachback Effects of Online Testing**

##### **Kind of Final Online Testing**

In the trend of online teaching and learning, the kind of testing also has realized through online. Advanced grammar course test was held by online. In this case, all the participants shared their first experience to pursue a kind of online test. For instance, a lecture described that she had planned to administer the test item and the score system. Whereas, the students received their feeling to accompany the online test. They were quite easy to the test but not the test situation.

Lecturer explained:

*“For the final test I used multiple choices and error analysis. I think both test are quite enough to measure the students’ understanding to the course. However, actually the weaknesess I can not make sure that the students really did the test by themselves even test is closed book. Then, to anticipate it the students who are not really honest I conider to use error analysis. By using this test, it restricts the students to find the answer on internet or in their notes. I also do not give the perfect score to the students’ answer.”*

The students described their experinces of online testing.

Student 1 said (originally in native language):

*“In my experiences, the online testing was not quite effective to measure my progress in the course of Advance Grammar due to some reasons. I often open the digital dictionaries when I want to answer the test even though the test is closed book. This is the*

*problem how I can not be honest and I think my friends also did the same. Additionally, I found my friends discussed the answer on the private chat. ”*

Then, the student 1 assumed about the test’s direction:

*“Related to the test’s instruction is delivered as well. I did not find the difficulties in understanding the test direction.”*

The student 1 shared her or his opinion about the test:

*“In my opinion, multiple choice is easier than error analysis. In Multiple choice I can decide which one of the best answer, the answer are available on the options. It is different to error analysis, I need to think aloud the answer and I am not able to guess the answer. In addition, based on my feeling, I think that my answer on the multiple choice test is better than error analysis test. Yeah, because I have answered all the questions easily. Then, the time or duration of the test I think it is enough for the Advance Grammar course. However, I am worried about the test result or score because this is the first time I experienced the online test.”*

She added:

*“In my opinion, the test items were quite understandable. It is closely similar to the exercises and practices that were given by the lecturer during the daily assessment.”*

The another student said:

Student 2 (originally in native language):

*“There are two kind of tests such as multiple choice and error analysis. I assume both the kind of test were appropriate to the materials which has given by the lecturer. So, I can say that the test is entirely match to measure or assess the learning achievement.”*

*“I have barriers in doing online test. The test literally was administered through online, however the students need to print out the answer sheet then we filled it. After that the students’ answer have to uploaded to the online testing system. It becomes an obstacle for me due to I need a lot of time in the uploading process. When I did the test I feel nervous and the people around me were distracting me. They think I were not doing a test. Finally, I am worried my score whether satisfied or not.”*

*“There are two kind of tests such as multiple choice and error analysis. I consider the multiple choice does not complicated than error analysis. It is because in multiple choice I am able to predict the answer by seeing the options’ answer. Fortunately, I have answered all the questions and I realize that the time or duration of the test is absolutely enough. Honestly, I prefer my answer is better in the multiple choice test.”*

### **Students’ Score or Achievement**

The students as the participants of this study were two students. Both the two students got the low score.

### **The Feedback of Online Testing through The Eyes of Lecturer or University EFL teacher**

The movement of offline to online teaching and learning becomes challenge. It leads not only the change of teaching method but also the way of assessment. Now, after experiencing the online testing, the lecturer has shared her feedback to online test. She described that online test is closely related to need a good internet access, kind of online system, the use of test item, and how the implementation of learning process itself.

The lecturer shared her feedback of online testing:

*“I think the result of the students are quite low even ya I do expect more a higher score. But surprising thing happens when the most of the students get the unsatisfied*

*grade. When I gave the tasks I was quite worried that the students were not honest did the test. I could not make sure the students whether they did by themselves or not, whether they open the internet or not. However, from the result I do realize that may be all my students are quite honest people and the students' result are not satisfied. I think for the next online classes, I want to do other platforms because I need to know my students follow the learning process well. I also prefer to invite students more active to response the learning. I plan to use the combination of the online learning media or platforms. I really want to encourage my students active in my class."*

## 5. Discussion

The objectives of this study are to investigate how teaching and learning English through online class and how the washback effects of online testing. The participants of this study have described their experiences in teaching and learning English through online. Then, they also shared how the washback effect of online testing. In accordance with the previous study that was conducted by Allo (2020), the students' perception of the online learning in the midst of COVID-19 is quite well. The online learning is effective to realize during the pandemic issue. However, the students complain about the use of online learning system due to they earn a lot of financial for having internet access. They want the learning to be held with free Messenger application. The other preliminary study, Henaku (2020) has investigated the online learning experiences during pandemic COVID-19 where the learning is held through online. The result of the study concludes that the university in Ghana, the teaching and learning is done by using E-learning platforms. In joining the online classes, the students' complain regarding to the internet access. They desire the over financial due to the high cost of internet bundle. Otherwise, compare to the both previous study, this study finds that the e-learning platform that was used in online class was Whatsapp Grup (WAG). Both teacher and students are easy to use and there is no serious problem using WAG as learning platform. It means that WAG is indeed effective as e-learning for online teaching and learning.

This study aims to know the washback effect of online testing. According to the findings, the test gives both negative and positive washback. The writer intends to classify them below:

Table 1 The Washback Effect of Online Test to Teacher

Positive Effects	Negative Effects
- Teacher was able to well prepare the test items and kind of test.	- In an online testing, teacher could not make sure the student's honesty in doing the test.
- Teacher was able to improve the use of learning media.	- Teacher did not give the perfect score.

Based on the description on the table. 1, the online test give both the positive and negative washback effect to teacher. It happens because the test is done through online. The effects commonly impact on the quality or success of learning progress or improvement.

Additionally, the washback effect of online test is also experienced by the students. Table 2 below displays the data:

Table 2. The Washback Effect of Online Test to Students

Positive Effects	Negative Effects
- Students' honesty was tried out	- Students might feel nervous and worried
- Students were encouraged to prepare another kind of online test.	- Students less focus as the situation at home is not like the one at the class.
	- Online test system needed lots of attention
	- Students could not achieve the perfect score
	- Students could open their notes or the internet
	- Online test was related to time limit

According to the discussion above, the online test actually gave positive and negative washback to students. However, the negative effects of online testing seriously were related to the authenticity of the test. The test ideally has the authentic aspect (for instance, it has a perfect score, students did the test fair). Comparing with the study which was conducted by Senel (2013), it investigated the washback effect of testing on students' learning in EFL writing classes. The result has indicated that some of the students were anxious or worried in doing the writing test. Their lack of grammar knowledge, anxiety, fear of failure, negative attitude towards English course and the tests' time limit became challenges to do the test. This effect was mostly negative washback.

Consistent to McKinley & Thompson (2018) as learner washback is interested to the learners' admission or opposition of a test's fair assessment. In this case, the negative washback has met the score system normally does not fair to students because they could not achieve the perfect score, it was also proved to the lecturer's explanation of how she gave the criteria of scoring.

## 6. Conclusion and Suggestions

This study has implied that Whatsapps Group was an effective e-learning platform for online class, everyone has it. The teacher and students suggested that they do not any serious problem in using it even the internet access. In accordance with the washback effect of online testing, this study found that online test give both positive and negative effects for teaching and learning, especially in the course of advance grammar. Both teacher and students are affected by washback. As the teacher, washback has influenced to the way her decisions in administering test, evaluate her teaching method and or media and improving the future teaching and learning approach. Additionally, teacher has to consider some criteria such as the test authenticity to arrange an assessment in different situation (i.e. online or offline test). Then, for the students, washback has affected to their preparedness for the online test. The positive washback refers to their motivation in improving their learning including online test. The negative washback is due to the students can not get the perfect score from the test.

For the next study, it is better to figure out the authenticity and credibility of online testing.

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