

Exploring The Washback Effect of Summative Assessment on Junior High Schools Efl Students: Insight from Teachers' Perspectives

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ABSTRACT

This study examines the impact of summative assessments on English language learning in junior high schools from teachers' perspectives. Summative assessments, which evaluate students' learning outcomes at the end of an instructional period, significantly influence teaching strategies and student motivation. The purpose of this study is to explore how teachers perceive and respond to the effects of summative assessments in their classrooms. This research employs a qualitative approach using thematic analysis, with data collected through interviews with junior high school English teachers. The findings reveal that some teachers consider summative assessments as a motivation for students to study harder, while others believe their effectiveness is influenced by students' backgrounds and motivation levels. Furthermore, teachers modify their instructional approaches based on assessment results to enhance learning effectiveness. The study concludes that the impact of summative assessments is complex, shaped by various internal and external factors, and highlights the importance of reflective teaching practices. The implications of this research can contribute to developing more effective assessment strategies to improve student learning outcomes.

Keywords: EFL Student, Junior High School, Summative Assessment, Teachers' Perspective, Washback Effect

ABSTRAK

Penelitian ini meneliti dampak penilaian sumatif terhadap pembelajaran bahasa Inggris di sekolah menengah pertama dari sudut pandang guru. Penilaian sumatif, yang mengevaluasi hasil belajar siswa di akhir periode pembelajaran, secara signifikan memengaruhi strategi pengajaran dan motivasi siswa. Tujuan penelitian ini adalah untuk mengeksplorasi bagaimana guru memandang dan menanggapi dampak penilaian sumatif di kelas mereka. Penelitian ini menggunakan pendekatan kualitatif dengan menggunakan analisis tematik, dengan data yang dikumpulkan melalui wawancara dengan guru bahasa Inggris sekolah menengah pertama. Temuan penelitian ini mengungkapkan bahwa beberapa guru menganggap penilaian sumatif sebagai motivasi bagi siswa untuk belajar lebih giat, sementara yang lain percaya bahwa efektivitasnya dipengaruhi oleh latar belakang dan tingkat motivasi siswa. Lebih jauh, guru memodifikasi pendekatan pengajaran mereka berdasarkan hasil penilaian untuk meningkatkan efektivitas pembelajaran. Penelitian ini menyimpulkan bahwa dampak penilaian sumatif bersifat kompleks, dibentuk oleh berbagai faktor internal dan eksternal, dan menyoroti pentingnya praktik pengajaran reflektif. Implikasi dari penelitian ini dapat berkontribusi untuk mengembangkan strategi penilaian yang lebih efektif untuk meningkatkan hasil belajar siswa.

Kata Kunci: *Siswa EFL, Sekolah Menengah Pertama, Penilaian Sumatif, Perspektif Guru, Efek Washback.*

INTRODUCTION

The role of summative assessments in language education has been widely discussed due to their impact on both teaching methodologies and student learning behaviors. Summative assessments are used to evaluate students' comprehension and proficiency at the end of an instructional period, serving as a benchmark for measuring achievements and determining readiness for further learning. However, their implications extend beyond assessment, as they influence instructional strategies, curriculum planning, and student motivation, a phenomenon known as the washback effect (Alderson and Wall 1993).

The washback effect refers to the influence assessments have on teaching practices and student learning. It can be either positive, encouraging effective pedagogical approaches and student engagement, or negative, leading to test-oriented teaching methods (Bailey 1996). Scholars argue that high-stakes summative assessments often promote rote memorization rather than meaningful learning (Green 2007). Consequently, understanding the extent to which summative assessments contribute to effective language acquisition remains a crucial issue in education.

In English as a Foreign Language (EFL) instruction, particularly at the junior high school level, summative assessments play a critical role in shaping students' learning trajectories. These assessments affect academic progress, study habits, and instructional strategies used by teachers (Puspitasari 2020). Given their importance, investigating how summative assessments influence EFL instruction from teachers' perspectives provides valuable insights into their role in language education.

Despite the growing body of research on the washback effect, studies focusing specifically on junior high school EFL settings, particularly in Indonesia, remain limited. Most research has examined washback in high-stakes examinations, such as university entrance tests and national standardized exams, leaving a gap in understanding its impact at lower educational levels (Endriyati 2019). Moreover, existing literature primarily focuses on student outcomes, while teachers' experiences and adjustments in response to summative assessments receive less attention. This study aims to fill that gap by exploring how junior high school EFL teachers perceive the washback effect and how these perceptions shape their teaching methodologies.

The findings of this study have significant implications for curriculum designers, policymakers, and educators seeking to improve assessment strategies to enhance learning outcomes. By understanding the effects of summative assessments on teaching and learning, stakeholders can develop more balanced evaluation methods that support both assessment objectives and effective pedagogy. This

research contributes to the broader discourse on assessment practices in language education and serves as a foundation for further studies on optimizing summative assessments to improve student learning.

RELATED LITERATURE

Summative Assessment in EFL Education

Summative assessment plays a crucial role in evaluating students' overall language proficiency and academic performance at the end of an instructional period. This type of assessment is commonly used to measure students' comprehension, linguistic skills, and ability to apply language knowledge in various contexts. Brown (2003) explains that summative assessments aim to summarize students' learning progress, typically through standardized tests, final exams, and other cumulative evaluations. These assessments serve as key indicators of student achievement and help educators determine whether learning objectives have been met.

The design and implementation of summative assessments significantly impact their effectiveness. Al-Hawamdeh (2023) argues that for these assessments to be valid and reliable, they must align with the intended learning goals and curriculum standards. Poorly structured assessments can lead to misinterpretation of student performance and may not accurately reflect actual language proficiency. Rezai et al. (2023) further highlight that summative assessment should be complemented by formative evaluation techniques to provide a more comprehensive understanding of student progress.

The Washback Effect of Summative Assessment

The washback effect refers to the influence that assessments have on teaching and learning processes. Alderson and Wall (1993) define washback as the impact of tests on what teachers teach and how students learn. Washback can be categorized as either positive or negative. Positive washback occurs when assessments promote effective learning strategies, encourage critical thinking, and align with broader educational objectives. Negative washback, on the other hand, arises when assessments lead to excessive test-focused instruction, neglecting essential language competencies (Taylor 2005).

In the context of English as a Foreign Language (EFL) education, high-stakes summative assessments often dictate instructional approaches. Rahman (2021) notes that in many cases, teachers prioritize test preparation over communicative language teaching, reducing opportunities for students to develop practical language skills. Similarly, Siepmann (2023) states that standardized assessments frequently emphasize grammatical accuracy and vocabulary retention at the expense of fluency and interactive communication.

Teacher Perspectives on Summative Assessment in EFL Classrooms

Teachers' perceptions of summative assessments play a critical role in shaping instructional practices. Pratiwi (2019) explains that teachers often adjust their teaching methods to align with assessment formats, incorporating more test-related activities into classroom instruction. While this approach may improve student performance on exams, it can limit exposure to diverse language-learning experiences.

Alqahtani (2021) further explores how institutional policies and student needs influence teachers' attitudes toward summative assessments. Some educators view these assessments as essential tools for measuring student progress, while others believe they impose unnecessary pressure and restrict instructional creativity. Understanding these perspectives is crucial for designing assessments that support both student achievement and pedagogical effectiveness.

The Role of Summative Assessment in Indonesian Junior High Schools

Summative assessment practices in Indonesia are shaped by national education policies and standardized testing requirements. Studies by Fadilla (2023) and Endriyati (2019) indicate that Indonesian junior high schools heavily rely on summative assessments to evaluate student performance and progression. The national examination system influences classroom instruction, often leading to a curriculum that prioritizes test-taking skills over communicative competence.

Despite its widespread use, summative assessment in Indonesian EFL education has faced criticism for its limited focus on meaningful language acquisition. Puspitasari (2020) argues that while these assessments provide measurable outcomes, they do not always reflect students' ability to use English effectively in real-world contexts. As a result, there is a growing call for integrating formative assessment strategies alongside summative evaluations to create a more balanced and comprehensive approach to language assessment.

Conceptual Framework on Teacher's Perspective of Washback Effect of Summative Assessment in Junior High School

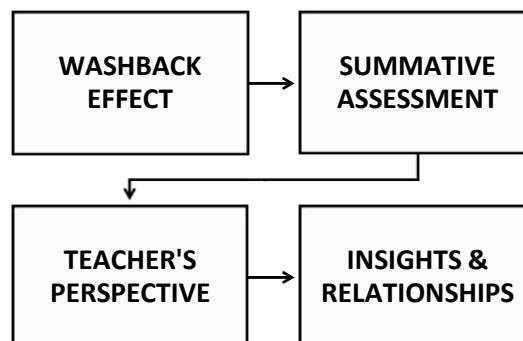


Figure 1. Conceptual Framework

The literature on summative assessment and its washback effect highlights the significant role of assessments in shaping teaching and learning experiences. While summative assessments provide valuable insights into student progress, their effectiveness depends on proper design, alignment with curriculum goals, and balanced instructional approaches. Teachers' perspectives further emphasize the complexity of assessment practices, revealing both the benefits and challenges of summative evaluations in EFL classrooms. In the Indonesian context, the emphasis on summative assessments necessitates further research into alternative evaluation methods that promote comprehensive language learning. By addressing these concerns, educators and policymakers can develop more effective assessment strategies that support both academic achievement and communicative competence in junior high school EFL education.

RESEARCH METHODS

This study employs a qualitative approach to examine the washback effect of summative assessment on English as a Foreign Language (EFL) instruction in junior high schools. A qualitative method is chosen as it allows for an in-depth exploration of teachers' perceptions and instructional adaptations in response to summative assessments (Creswell 2012). Data is collected through semi-structured interviews with three English teachers selected using purposive sampling, ensuring their direct involvement in summative assessment practices (Patton 1990). Additionally, classroom observations are conducted to examine how summative assessments influence teaching strategies and student engagement. Thematic analysis, as outlined by Braun and Clarke (2006), is used to analyze transcribed data by identifying recurring patterns and themes. To enhance the validity of findings, this study employs methodological triangulation, combining interview responses, classroom observations, and teachers' self-reflections (Denzin 1978). Member checking is also conducted, allowing participants to verify the accuracy of transcribed data to ensure the credibility of the research (Lincoln and Guba 1985).

The research involved three schools, each contributing one English teacher as a participant. This strategic choice ensures diversity in perspectives while maintaining a manageable scope for in-depth data collection and analysis. The list of school in this research are in the table below:

Table 1. Research Sampling

| No. | School |
|------------|---------------|
| 1. | SMP 2 |
| 2. | SMP 3 |
| 3. | SMP 4 |

RESEARCH FINDINGS AND DISCUSSION

Research Findings

his study investigates the washback effect of summative assessment on junior high school EFL instruction from teachers' perspectives. Based on thematic analysis, three major themes emerged: (1) teachers' views on the significance of summative assessment, (2) Teachers' Impacts on Teaching Practices, and (3) Student Motivation and Engagement Through Teacher's View. The findings are derived from interviews with three English teachers working in junior high schools under the same private educational foundation.

a. Teachers' Views on the Significance of Summative Assessment

The participating teachers expressed differing perspectives regarding the impact of summative assessments on students' learning. Some teachers perceived summative assessments as essential in reinforcing student learning and motivation, while others believed their effectiveness depended largely on student backgrounds and motivation levels.

Teacher A viewed summative assessments as a crucial tool for measuring student learning and retention. She emphasized that these assessments encouraged students to recall previously learned material, reinforcing their understanding and helping them review important concepts:

"Very positive. It's like very positive because when our students don't have a test before or after, we can't measure and I think it's more about measurement, and giving them a test makes them finally recall. If it's summative placed at the end, yes, they can recall what they have learned so they end up wanting to review again, so it helps them remember. I think it's very significant." (Teacher A, individual interview).

From this statement, it is evident that Teacher A considers summative assessment as a valuable learning reinforcement mechanism. She believes that students need structured assessments to measure their comprehension and ensure that they revisit previous lessons, ultimately aiding in knowledge retention.

Similarly, Teacher C highlighted how summative assessments served as a motivation factor for students. She argued that when students understood the impact of assessments on their final grades, they became more diligent in their studies:

"As a teacher, I believe that the washback effect of summative assessment on how students learn English is highly significant. Summative assessments, such as final exams, often motivate students to focus and take their studies more seriously because they know these exams will impact their final grades. This can increase their motivation to learn and make them more diligent in their preparation." (Teacher C, individual interview)

Here, Teacher C suggests that summative assessments create a structured framework where students recognize the importance of

performing well. The pressure of grades, in her view, serves as a driving force that encourages students to put in more effort during their study sessions.

Conversely, Teacher B presented a contrasting perspective. She believed that summative assessments had a limited impact on students at her school, mainly due to their backgrounds and lack of motivation. She expressed concerns that despite continuous encouragement from teachers, students from less supportive environments did not exhibit significant improvement in their academic performance:

"In my opinion, at my school, the effect is not very significant because of the students' background. Even though the teachers are undoubtedly very motivating in terms of improving learning, advancing thinking patterns, and promoting higher-order thinking skills, we motivate them every day using various methods. However, their background, unfortunately, comes from families and environments where the motivation to improve and progress is low." (Teacher B, individual interview)

Her perspective suggests that external factors, such as family environment and socioeconomic status, play a crucial role in determining how students respond to summative assessments. She further elaborated that even when teachers implemented motivational strategies, the impact was often neutralized by external influences:

"Even if we have motivated them, the impact is no more than 50% because after we motivate them, they go home and return to their environment, which greatly influences their mindset and way of life. So, regarding the washback effect of summative assessments, it is not very significant because most of them are indifferent to issues related to education and their abilities." (Teacher B, individual interview)

This statement emphasizes how a student's home environment can counteract the intended positive effects of summative assessments. For students who lack intrinsic motivation and external support, assessments alone may not be sufficient to drive meaningful engagement with the learning process.

b. Teachers' Impacts on Teaching Practices

This section explores how summative assessments influence teachers' instructional strategies. The teachers shared how they adapted their teaching methods based on assessment outcomes and how they used feedback to enhance their instruction.

All three teachers acknowledged that they made adjustments to their teaching methods in response to summative assessment results, although the extent of these changes varied.

Teacher B explained that despite her efforts, many students still struggled with certain parts of the material, leading her to revise her teaching strategies:

"Yes, I have. I realized that many students struggled with a certain part. Even though I had already taught that part, it seemed my method of delivery wasn't effective. My main focus, especially again, is because 80% of our students lack the motivation to learn, but 20% are motivated. So, I wondered why this 20% still didn't succeed in the summative assessment. I concluded that my teaching method might have been inadequate, so I adjusted and tailored it to meet their needs." (Teacher B, individual interview)

Her statement highlights the importance of being adaptable in teaching. She recognized that even motivated students could struggle if the instructional method was ineffective, so she made adjustments to ensure better learning outcomes.

Teacher A shared a similar experience but mentioned that she only changed her methods when absolutely necessary:

"I have, but I don't do it often. In the first year, I used method A with the students. It felt like I needed two hours of repeating myself, but they didn't understand. Eventually, I tried searching on YouTube or browsing for alternatives. I decided to try method B, and it was easier for them to grasp. After one hour of lessons, the whole class understood. So yeah, I have made changes before, but not often." (Teacher A, individual interview)

Her response shows that while she is open to modifying her approach, she does so selectively. She also highlights how external resources such as YouTube can help teachers explore alternative teaching methods to enhance student comprehension.

Teacher C also acknowledged making adjustments based on summative assessment results, but only occasionally:

"Yes, sometimes I have made changes to my teaching methods based on the results of summative assessments." (Teacher C, individual interview)

She further elaborated on a specific change she implemented:

"One particular change was switching from a lecture-based approach to a more interactive, hands-on method, which significantly improved students' comprehension and engagement. While I don't frequently overhaul my teaching strategies, I do make adjustments when assessment results indicate a need for improvement." (Teacher C, individual interview)

Her statement suggests that summative assessments serve as a tool for reflection, allowing her to identify areas for improvement and make targeted modifications.

Apart from adapting their teaching methods, teachers also emphasized the role of feedback in shaping their instructional practices.

Teacher A stressed the importance of providing detailed feedback rather than just giving students a score:

"Feedback is important because after a summative assessment, we don't tell them what they got wrong and what they got right, it will just be like this: 'Here are the questions, do them, you got a score of 80, that's it.' They need to be given feedback. For instance, if they score 80, it means they got 20 points wrong, maybe they got 4 questions wrong. We need to explain: 'You got these 4 wrong. This is what you answered, this is why it's wrong. The correct answer is this.' This way, they know where they made mistakes, and ultimately, they learn from it." (Teacher A, individual interview)

Her response highlights how effective feedback goes beyond simply assigning scores. By explaining mistakes and providing correct answers, teachers can help students understand their errors and improve their learning.

Teacher C echoed this view, emphasizing how summative assessment feedback helps both students and teachers:

"In my opinion, feedback from summative assessments can be used to measure students' progress and guide teachers in designing activities for future lessons." (Teacher C, individual interview)

This statement suggests that feedback serves a purpose helping students understand their learning progress and assisting teachers in refining their instructional strategies.

Teacher B also acknowledged the importance of feedback but noted that its impact was sometimes limited due to low student motivation:

"Actually, it is very important in general (giving feedback). However, because the majority of our students lack motivation, it often feels like it doesn't make much difference. But I don't just focus on those who lack motivation, there are still motivated students in the class. So, I still provide feedback. This way, they know that their answers were okay but still needed improvement in certain areas. It helps them understand which answers are more accurate." (Teacher B, individual interview)

Her response reflects the challenge of engaging students with feedback, particularly when motivation levels are low. Despite this, she continues to provide feedback, recognizing its value for those students who are willing to learn.

Overall, the findings suggest that summative assessments play a significant role in shaping instructional practices. While some teachers make substantial changes to their teaching methods, others implement adjustments selectively. Additionally, feedback from summative assessments is a crucial component of the teaching-learning process, helping students recognize their mistakes and guiding teachers in refining their instructional strategies.

However, its effectiveness is influenced by factors such as student engagement and motivation.

c. Student Motivation and Engagement Through Teacher's View

This theme explores how the washback effect of summative assessments influences student motivation and engagement from the perspective of teachers. Summative assessments, such as final exams or standardized tests, often serve as significant benchmarks in students' academic journeys. Teachers observe that these assessments can have both positive and negative impacts on student motivation and engagement.

The three teachers in this study were asked about student motivation influenced by summative assessments in their schools. During the interviews, they discussed whether these assessments influenced students' motivation to learn English.

Teacher A shared her observation that students feel motivated when they see improvements in their scores:

"In a class, there are many students. Some are really good at English, while others are not very interested and just follow along. I believe motivation comes from seeing their achievements. For example, after an exam, when they see their grades and think, 'Alhamdulillah, my English score is good now because of my previous efforts,' they feel happier and more motivated." (Teacher A, individual interview)

Her statement highlights the importance of achievement in motivating students. When students see tangible results, such as improved grades, they feel a sense of accomplishment and satisfaction. This positive reinforcement boosts their enthusiasm and engagement, encouraging them to continue their efforts in learning English.

Teacher C expressed a similar view, emphasizing that students who care about their grades tend to be highly motivated by summative assessments:

"In my opinion, summative assessment significantly influences students' motivation and performance in learning English. Because they sure want to get a good score for their grade. So, for students who care about their grade will have huge motivation to learn and prepare for the summative assessment." (Teacher C, individual interview)

Her response suggests that students who prioritize academic success are more likely to put in extra effort to prepare for assessments. The prospect of achieving high scores drives them to study harder, reinforcing the positive washback effect of summative evaluations.

Teacher B also agreed that some students, particularly those with a competitive nature, derive motivation from their summative assessment results:

"Some highly motivated students with positive competitiveness still look at and care about their summative results. So, some children who really care about their future and their abilities will definitely be proud if their grades are good, and also satisfied if their answers are correct. This makes them more motivated and study harder." (Teacher B, individual interview)

Her statement indicates that external factors, such as grades and competition, play a role in shaping students' motivation. Students who associate good grades with personal satisfaction and future aspirations tend to work harder to maintain high performance.

Motivation in educational settings is complex, influenced by both intrinsic and extrinsic factors. The teachers' statements suggest that summative assessments primarily act as extrinsic motivators, where students feel compelled to study to achieve high scores rather than out of personal interest. However, for students with high academic aspirations, these assessments can reinforce their intrinsic motivation by providing them with measurable academic progress.

At the same time, summative assessments pose challenges for students who lack strong motivation or do not prioritize academic achievements. For these students, poor performance on assessments may lead to frustration or disengagement. In such cases, effective feedback and personalized support from teachers become crucial in maintaining student engagement and fostering a positive learning environment.

Teachers recognize the importance of these assessments in measuring student progress and refining instructional strategies. While some teachers frequently adjust their teaching methods based on assessment results, others make selective modifications depending on student needs. Additionally, summative assessments serve as a significant motivator for students, particularly those who are driven by grades and academic achievement. However, the effectiveness of summative assessments in fostering motivation varies, with some students responding positively to the challenge while others struggle due to a lack of intrinsic motivation.

Class observations support these findings, demonstrating a structured and well-prepared assessment process. Teachers effectively communicated learning objectives, ensured clarity in test instructions, and provided fair evaluation procedures. However, inconsistencies in monitoring and the lack of clarification during assessments were noted as areas for improvement. Despite these challenges, teachers displayed a strong commitment to continuous reflection and instructional improvement based on assessment outcomes. The alignment between teacher interviews and classroom observations indicates that educators' stated beliefs about assessment practices correspond with their actual implementation, reinforcing the

significance of summative assessments in shaping both teaching effectiveness and student learning experiences.

Research Finding

This section analyzes and interprets the findings from teacher interviews and classroom observations, focusing on how summative assessments influence instructional strategies, student motivation, and engagement. The discussion is structured around key themes that emerged from the study, aligning with relevant literature to provide a comprehensive understanding of the washback effect in the junior high school EFL context.

Table 2. Findings Described in Themes and Sub-Themes

| THEMES | SUB-THEMES |
|--|---|
| 4.1 Teachers' views of the summative assessment | 4.1.1 It has significant effect |
| | 4.1.2 It has not significant effect |
| 4.2 Teachers' impacts on teaching practices | 4.2.1 Adaptation of teaching strategies |
| | 4.2.2 Utilizing Feedback to Enhance Teaching and Learning |
| 4.3 Student motivation and engagement through teacher's view | 4.3.1 Influence on Student Attitudes |

Teachers in this study had mixed views on the impact of summative assessments, with some highlighting positive effects such as increased student motivation and improved instructional strategies, while others noted potential drawbacks like student anxiety and a narrow focus on test preparation. Teacher A and Teacher C believed that summative assessments encouraged students to review their learning, reinforcing knowledge retention and improving performance. This aligns with research suggesting that assessments, when used effectively, can enhance learning by motivating students to engage in meaningful study practices (Handayani, 2023).

Furthermore, Teacher C emphasized that students who cared about their grades showed higher motivation, echoing Safitri's (2018) findings that summative assessments can have positive washback by increasing student engagement and enthusiasm for learning. Similarly, studies by Muñoz (2017) found that implementing washback techniques after graded tests significantly improved students' attitudes toward assessments.

However, Teacher B pointed out that many students lacked intrinsic motivation, relying solely on grades as an external motivator. This observation is consistent with research indicating that while extrinsic motivators such as grades can

drive short-term academic performance, they may not foster a deep understanding of the subject matter (Efendi & Suyudi, 2017).

From a pedagogical perspective, teachers adjusted their instructional strategies based on assessment results. Teacher B described how she modified her teaching techniques when students struggled with specific topics, aligning with studies that show assessments can guide teachers in refining their instructional methods to better meet student needs (Cilliers et al., 2010). Similarly, Teacher C highlighted the importance of feedback, stating that students benefit from clear explanations of their mistakes, reinforcing findings from previous research that emphasizes feedback as a critical component of effective assessment practices (Alqahtani, 2021).

Despite these positive influences, classroom observations revealed some challenges in assessment administration. While teachers prepared students effectively by setting clear learning objectives and ensuring proper test conditions, there were inconsistencies in monitoring during assessments, leading to concerns about fairness and potential misconduct. This issue is also documented in studies on assessment validity, which highlight the importance of active supervision to maintain assessment integrity (Alderson & Wall, 1993).

Additionally, students were not given clarifications during assessments, which may have hindered their ability to accurately demonstrate their knowledge. Research suggests that while summative assessments should maintain standardized conditions, offering minimal guidance such as clarifying confusing wording can improve test reliability without compromising assessment fairness (Cheng & Curtis, 2004).

In summary, the findings indicate that summative assessments have both positive and negative washback effects in the junior high school EFL context. While assessments can motivate students, drive instructional improvements, and reinforce learning, they may also create stress, encourage surface-level learning, and lead to inconsistencies in classroom assessment practices. To maximize the benefits of summative assessments, educators should incorporate meaningful feedback, monitor student engagement, and refine test administration practices to ensure a balanced and effective assessment approach.

CONCLUSION AND SUGGESTION

Conclusion

The findings of this study indicate that summative assessments have a significant impact on both teaching practices and student motivation in junior high school EFL classrooms. Teachers adjust their instructional strategies based on assessment results, with some making substantial modifications while others implement selective changes. The study also reveals that summative assessments serve as a motivating factor for students who prioritize academic achievement, while those with lower intrinsic motivation may not respond as positively. Classroom

observations show that assessment procedures are generally well-structured, but inconsistencies in monitoring and the lack of clarification during tests present areas for improvement. Additionally, feedback plays a crucial role in reinforcing learning, as teachers emphasize the importance of providing students with clear explanations to help them understand their mistakes. Despite some challenges, summative assessments remain an essential tool in evaluating student progress and refining teaching methods, with their effectiveness largely depending on how they are administered and how feedback is utilized to support learning.

Suggestion

To enhance the effectiveness of summative assessments, it is recommended that teachers incorporate detailed feedback, actively monitor assessments to ensure fairness, and provide minimal clarifications when necessary to help students better understand test instructions. Additionally, fostering intrinsic motivation through engaging teaching methods may improve student engagement beyond assessment-driven learning. Future research could explore the long-term impact of summative assessments on language proficiency and student learning behavior. The researcher would like to express gratitude to the teachers who participated in this study and provided valuable insights, as well as to all individuals who supported this research process.

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