

WASHBACK OF BROADCAST PROJECT-BASED ASSESSMENT FOR TOURISM 4.0 ERA ON STUDENTS' LEARNING

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Abstract

Language assessment should support the learning process. Therefore, studying the washback of the assessment process is important to evaluate whether the assessment supports the learning process. English for tourism students is part of English for Specific Purposes (ESP). Therefore, the appropriate assessment should be authentic since the need of their English is to perform their English based on their future professional setting. In Tourism 4.0 Era, tourism is not only dealing with welcoming guests, guiding, or arranging an itinerary but also broadcasting using internet media. One of the efforts to prepare the students with those demands is conducting the broadcast project-based assessment. This research aims at identifying its washback in the students' learning. In-depth interview was employed as the data collection method. The results show that motivation and learning improvement were the washback of broadcast project-based assessment on learning.

Keywords: broadcast project, washback, learning

INTRODUCTION

Ambarrukmo Tourism Institute of Yogyakarta (STIPRAM) is one of private higher education in Indonesia. It conducts education that prepares human resource of tourism. Knowing that tourism becomes the world demand, STIPRAM tries to empower its students with English as one of the international languages. The students get English for Tourism (EfT) in three semesters. EFT is not a general English course, but it belongs to English for Specific Purposes (ESP). In the tourism field, the students need English not only to access knowledge and information, but also

to fully engage in tourism development and give hospitality for customers and guests. Thus, both receiving skills and producing skills are important.

The appropriate assessment for ESP class is authentic assessment (Anastasia, 2018). The finding of her research revealed that authentic assessment was effective for students of an ESP course. Project-based assessment, as one of the authentic assessment types, is appropriate within the context of tourism students. However, it should be adjusted with what was said by the Tourism Ministry of Indonesia that Tourism 4.0 would target millennial generation which now has reached up to 50% of the visitors coming to Indonesia (Rizkinaswara, 2019). He also said that the tourist behavior changes; their search and share activities were 70% using digital process. Therefore promoting tourism destination, product, and service using internet broadcast now is being a trend. It is effective and economist since nowadays the majority of people almost always use their own smartphone everywhere and every time they go. Therefore, an English lecturer at STIPRAM tried to fulfill the demand by conducting broadcast project-based assessment for the students. Since the last three years, the lecturer had conducted authentic assessments for the students. One of them is Broadcast Project-Based Assessment using YouTube to assess speaking.

Assessment as an integral part of the learning process involving not only cognitive element, but also psychological and social elements. Therefore, it is important to consider those three elements in designing language assessment. This research is aimed at identifying and investigating the washback of the assessment, specifically broadcast project using YouTube on their learning. Thus, the formulation of this study is “How was the washback of broadcast project-based assessment using YouTube on students’ learning?”

Broadcast project-based assessment

Language assessment is defined as the practice of evaluating the extent to which learning and teaching have been successful, focusing on what learners can do with the language, on their strengths rather than their weaknesses (Kordia, 2015). There are two types of assessment, traditional assessment and alternative assessment, which is popular with the name of authentic assessment. The researcher (who acted as the lecturer, as well) preferred to use authentic assessment because she taught English for tourism students, which was considered as an ESP course. Research found that the appropriate assessment for an ESP class is authentic assessment (Anastasia, 2018). By applying authentic assessment, the lecturer can also get the following advantages (Froehlich, 2015).

1. It does not interfere with the lessons
2. No additional days for testing need to sacrifice because it is kind of assessment for learning
3. It reflects exactly what is being done in the classroom
4. It gives information on the strengths and weaknesses of each individual learner through authentic activities.

Brown (2004) proposed authenticity as one of the five principles of language assessment, the others were practicality, validity, reliability, and washback. There are some authentic assessment activities which are appropriate for assessing student’s speaking. One of them is broadcasting (Pierce, 1998). Broadcasting is nowadays affected by digital era. Broadcasting includes, but not limited to, television and radio. Along with them are social media platforms such as WhatsApp, Instagram, Facebook, Twitter, YouTube, etc (Iswantara, 2017). To increase the authenticity for its assessment, the lecturer had YouTube for the broadcasting project to assess the students’ speaking.

Washback

Washback or backwash is defined as the effects of tests on teaching and learning (Baksh Alla, 2016). Washback of an assessment means the consequences of assessment affecting teaching and learning (Baksh Alla, 2016). It is in line with McNamara (2010) who argued that this phenomenon was a 'test impact'. What is important to be highlighted here is the word 'impact'. Other scholars said that an impact can be something positive or negative (Kordia, 2015). Messick (in Baksh Alla, 2016) said the consequence or the impact can be on the test taker (the students), the teacher, or the decision maker. It can be said that washback is the effect or the result from an assessment on the test taker, the teacher, and the decision maker/on the curriculum.

The positive washback occurs when it helps students to learn better or students may be well-motivated to learn more to fulfill their needs in learning English as a foreign language; conversely, negative washback takes place when students are less motivated to learn (Dorobat, 2007). Mostly, students feel that learning is finished after assessment. They do not realize that they still need to learn to fulfill their needs.

That is why studying about washback of an assessment is important. It is one of the ways how a teacher evaluates the overall teaching and learning process.

Students' language learning

Learning is activities of obtaining knowledge (Cald3, 2008). Learning is an enduring change in behavior, or in the capacity to behave in a given fashion, which results from practice or other forms of experience (Dale, 2008). In line with the two definitions, Race (2010) said that learning is a process experienced by its learners. It means that teachers cannot do it to them. Students have to do it themselves. What the teacher can do is facilitating the learning such as designing materials, managing the environment, etc. It can be inferred, therefore, that learning is an enduring process of obtaining knowledge, practicing and gaining experience of certain skills that will change someone's behavior, thought, and belief.

There are some factors underpinning successful learning (Race, 2010), i.e. wanting to learn (intrinsic motivation), needing to learn (extrinsic motivation), doing or experiencing, feedback, making sense, teaching, explaining and coaching, and assessing. Those underpinning factors would be the basis of the researcher in constructing the interview questions. In line with the statement above, foreign language learning also has some factors affecting the process of acquisition. Formerly foreign language learning was always based on teacher-centered method but nowadays it has changed into student/learner-centered (Catalano, 2015).

The effort from the students in being active in learning project is very important since student-centered learning is applied in the classroom. Assessment is one of the most suitable projects in measuring how active the students are in joining the foreign language learning. It is also supported by Sanal (2017) saying that teaching/learning a foreign language is a complicated procedure that is affected by many factors such as teachers, learners, individual differences, learning styles, etc. In the term of Broadcast Project-Based Assessment, students take a big part on it because the students learn the language by the project which is given by the lecturer; it is also categorized as a student-centered learning process.

METHOD

This research was conducted in Tourism Institute of Ambarrukmo (STIPRAM) which is located in Yogyakarta, Indonesia. This study focused especially on investigating the washback of broadcast project-based assessment conducted in speaking class. Twenty-three students in the

fifth semester at the Tourism Study Program of STIPRAM, who had received English Subject for two semesters, volunteered themselves to participate in this research project.

In this research the students were asked to do broadcast project. Several stages of the broadcast project assessments were applied. The stages were (1) Establishing the material being assessed. It was describing a historical place, (3) Exposing a model of text to the students to be discussed during the instructional process, i.e. the vocabulary, grammar, generic structure, function, and common expressions, (3) Discussing the rules of the assessment. It was individual work, students would visit a historical place which was also as a tourism destination and made a vlog explaining the place; then they edited the video, and the last was uploading it on YouTube.

Empirical data were collected through an interview. The interview questions were constructed based on a theory saying that the positive washback occurs when it helps students to learn better or students may be well-motivated to learn more to fulfill their needs in learning English as a foreign language. Conversely, negative washback takes place when students are less motivated to learn (Dorobat, 2007). The interview used Bahasa Indonesia to avoid misunderstanding. The blueprint is as follows.

Table 1. The Blueprint of the interview

Components		Questions
Motivation		Do you like the project? Why?
		Mention based on your preference, presentation, storytelling, vlogging (the broadcast project), or doing role play in front of the class for the speaking assessment?
Improvement in Learning	in	Have you got this kind of project that need you to upload it on YouTube before?
		Do you have any problem in doing the project? How do you solve the problem?

The empirical data were qualitatively analyzed. The finding was presented in narration which is the answers to the research question presented in the formulation of the problem.

FINDINGS AND DISCUSSION

Findings

The data of this research were gathered through interview toward twenty-three students of semester five (5) who had got broadcast projects for their speaking assessment. The interview was transcribed then grouped into some categories.

There were six (6) main questions asked to the students. The first three questions investigated the students' motivation, then the rest asked about students' improvement in learning. There were some additional questions based on the students' previous answer, such as why they liked/disliked this project, why they said that they did not like this project but they made excellent score, and so on. All the additional questions were aiming at leading the students to the point of interview or making the answers clearer and also to get support on the categorization in the discussion phase. Table 2 shows the students answers that have been grouped.

Table 2. Students' answer of the interview

Components	Questions	Yes	No
Motivation	Do you like the project?	22 students	1 students
	Mention based on your preference, presentation, storytelling, vlogging (the broadcast project), or doing role play in front of the class for the speaking assessment?	20	3 students
	Do you really struggle in accomplishing this project?	23 students	0 student
Improvement in Learning	Have you ever got this kind of project that need you to upload it on YouTube?	0 students	23 students
	Do you find problems in accomplishing the project?	23 students	0 students
	Can you solve the problem?	23 students	0 students

The initial question was “Do you like the project?” Twenty two (22) students said ‘yes’ to this question and only 1 student said ‘no’. It can be concluded that most of the students were motivated. After continuing the interview to the question “Mention based on your preference, presentation, storytelling, vlogging (the broadcast project), or doing role play in front of the class for the speaking assessment?” twenty (20) students put the broadcast project into the first two from the options given as their preference. It shows that although most of them like this project, they have different motivation on it. Surprisingly, on the next question of “Do you really struggle to do this project?” all students said ‘yes’. It implied that although one (1) student did not like this project, she still had motivation in doing this project. Moreover, no student felt nervous in accomplishing this project. Although there was one (1) student who felt it at the beginning, but such feeling totally disappeared after she started to stand up in front of the camera.

In asking those six (6) questions, it was always accompanied with the why questions, to reveal more about the implied reasons of their motivation, which were varied. The researcher divided it into six (6) categories: score, future job/profession, the demand of 4.0 Era, enjoyment of learning, and English improvement. The finding is presented in Table 3.

Table 3. Students' Motivation in Doing the Project

Category	Number Students	Percentage
Score	9	39.1%
Future Job/Profession	22	95.6%
4.0 Era Demand	23	100%
Enjoyment	18	78.2%
Improvement	23	100%

The table above shows that only nine (9) students (39.1%) who were still thinking about the score, the other students forgot it when they were doing the project. In terms of future job/profession, only one student thought that the project had no benefit to her future job/profession. It means that 95.6% of the students took this project as their future benefit. The demand of 4.0 era had motivated all students shown by the 100% of them had accomplished the project. Then, there were 18 (78.2%) students who enjoyed the process of finishing the project which generally started from establishing the historical site, surveying (including gathering information from the site and determining the footages), writing the script, taking the video, editing, then finally uploading the video to YouTube. By experiencing all those phases, all students agreed that they made improvement on their English such as having new jargons or recall it, improving their pronunciation, applying specific grammar required in explaining a historical place, doing improvisation in speaking, etc. Besides, no students felt nervous. They said that even they documented almost all of their activities for the sake of social media updates. There were 7 students, which is 30.4% of the participants who had all the 5 motivations.

Based on the underlying theory, besides having better motivation, an assessment also increases learning, as another indication that it has positive washback. The findings of this study show that that all students made improvement on their English learning. In other words, it can be said that Broadcast Project-Based Assessment has successfully increase students' learning of English.

Discussions

After identifying the washback, then come the analyses. The analyses were conducted based on the formulation of the problem. It is "How was the washback of broadcast project-based assessment using YouTube on students' learning?"

Washback is the effect of an assessment on the test takers, the teachers, and the decision makers/ on the curriculum. Furthermore, it is already widely accepted among scholars that there are two kinds of washback, positive washback and negative washback. The positive washback occurs when it helps students to learn better or students may be well-motivated to learn more to fulfill their needs in learning English as a foreign language. Conversely, negative washback takes place when students are less motivated to learn and do not help students to learn better.

Based on the findings above, it shows that 100% of the students were motivated to learn more and 100% of them agreed that this broadcast project-based assessment helped the students to learn. It implies that broadcast project-based assessment has positive washback. However, this project motivated the students in different ways. According to Harmer (2001) in the discussion of motivation, there is accepted distinction between intrinsic motivation and extrinsic motivation. Extrinsic motivation is motivation that comes from outside factors such as the need to pass an exam, the hope of financial reward, or the possibility of future travel. On the other hand, intrinsic motivation comes from within the individual. The learners might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. By adapting that theory, the categorization of students' answers to this research, which were score, future job/profession, and the demand of 4.0 era, belong to extrinsic motivation; whereas enjoyment and English improvement belong to intrinsic motivation.

Generally, based on the discussion above, it can be seen that all students had both intrinsic and extrinsic motivations. This finding confirms a theory saying that genuinely communicative speaking activities facilitate the students a real desire to speak and a communicative purpose for doing so (Harmer, 2001). An assessment is said to be authentic if (1) the topic is meaningful

(relevant and interesting) for the learner, (2) perform a real-work task, (3) free-response format, (4) contextualized communicative tasks (Brown, 2004).

However, getting a score only influenced nine (9) students; whereas future job/profession affected 22 students (out of 23 participants) and the demand of 4.0 Era affected all students. It shows that future job/profession and the demand of 4.0 Era motivated the students better than getting a score. It means that students were really aware of the future benefit if they accomplished this project. In the interviews, the students said that they had given a lot of effort to do the project because of two reasons. First, it would give them meaningful experience which was important for them as human resources of tourism sector, and as the human resources of tourism sector they were aware that it was the trend of Industry 4.0 Era. Secondly, by telling this experience they would be more confident in writing their resume (curriculum vitae) and having a job interview in the future. Those findings confirm the previous theory proposed by Brown (2004) that relevance, meaning and real-work tasks (as the criteria of authentic assessment) increase students' motivation. It can be inferred that it is because of the authenticity of Broadcast Project-Based Assessment that made it positive washback; it was not because of merely the score. Enjoyment occupied 78.2% (18 students) and English improvement occupied 100% (all students) for the students' intrinsic motivation. They said that it was based on the trend and popularity among millennial generation to upload and let other people know that he/she could do something cool; besides, exploring new places were their hobby. It met the learners' relevance since relevance is one of the criteria of an authentic assessment. The students said that it improved their learning of English in many ways. Generally, they did exploration to some texts related to the historical place that they wanted to broadcast. After that they did a survey and then wrote down their script based on the literature review and survey. They also needed to check their grammar, construct ideas, etc. Then, they should look up the dictionary to have pronunciation and vocabularies checked. When they were taking the video, they recalled the idea, vocabulary, and pronunciation as well; even they had to make some improvisation during the process of taking video. It led them to find some paraphrasing or synonym if they could not recall their text.

There are some factors underpinning successful learning according to Race's findings (2010). They are 1) wanting to learn (intrinsic motivation), 2) needing to learn (extrinsic motivation), and 3) doing or experiencing. Those findings show the improvements, so they prove that students' learning were affected.

CONCLUSION

Based on the previous analysis, it can be concluded that Broadcast Project-Based Assessment as a current trend of Industry 4.0 Era has positive washback to the students' learning. It raises students' both intrinsic and extrinsic motivation through its authenticity since they have specific purposes in learning English as a foreign language. It motivated the students through its authenticity, such as its relevance to the future job/profession, the demand of Industry 4.0 Era, enjoyment (activity), and English improvement. The ESP class was clearly reflected by this assessment.

Therefore, it can be suggested that improving students' motivation can be done by having authenticity of the assessment. Moreover, finding out whether the assessment has positive or negative washback is important because an assessment determines how students learn. It is important to have further research about other models of assessment, not only on speaking but also writing, listening, and reading.

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