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The Washback Effect of Scheduled-Presentation Assessment on Students' Learning Amidst AI Era at UIN Madura

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Abstract: This study explores the washback effect of scheduled presentation-based assessment on students' learning in amid of Artificial Intelligence era. It concentrates on how the presentation affects the students' learning process, engagement, and confidence in the classroom. Therefore, in order to support this study, the researchers will employ a qualitative descriptive design because the supporting data were collected through open-ended questionnaires with thirty students of English Department at UIN Madura. The result of this study showed that the assessment gives more positive washback on the students' learning. It is supported by the result in which most of the students prefer scheduled presentation to impromptu presentation since they have much time in preparing their presentation material, practicing how they present the material, predicting some spontaneous questions from their audiences, and then preparing its answer. Furthermore, with the appearance of Artificial Intelligence, such as Chat GPT, Gemini, and other tools, the students' preparation could be better handled. While, the negative washback is that some students are shortage of challenge because it decreases their spontaneous thinking so it could arise their boredom in the classroom. Although this assessment has a negative washback, it is hindered by the positive sides because most of the students receive more the positive sides. Thus, the scheduled-presentation assessment gives positive effect on the students' learning in the classroom.

Keywords: Scheduled Presentation-based Assessment; Washback Effect; Artificial Intelligence-assisted Learning.

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Introduction

Assessment is one of important elements on teaching and learning process. It is because it could not only assess students' understanding of a material, but it also could formulate and evaluate how teachers teach their students based on the result of the assessment. With the result, the teachers will know what the students need and what it must be improved. In the end, they could either make the students completely involve or not in the classroom. Therefore, the assessment affects the curriculum and syllabus design because it plays a crucial part in establishing teaching and learning success (Alqahtani, 2021, p. 397; Christiana, 2025, p. 397).

With the effect of assessment on teaching and learning design, it could be a positive or negative impact. The impact is known as washback. The positive wasback arise if the assessment could align both the learning objective and students' need and make the students motivated and engaged in the

classroom (Christiana, 2025, p. 400; Rathnayake, 2024, p. 149; Suryanto, 2025, p. 399). However, if the assessment does not match with the students' need even though it aligns with the learning objective, the assessment could be negative since it makes the students bored and absent in the classroom (Alqahtani, 2021, p. 399; Christiana, 2025, p. 399; Suryanto, 2025, p. 339).

In the context of assessment, performance-based assessment has long been acknowledged as a viable option to promote assessment of real language learning use. It demands students to perform in real-life situation, including presentation, speech, or other performance tasks (Menggo & Gunas, 2022, p. 423-426; Salma & Prastikawati, 2021, p. 164-166). Furthermore, the assessment proved to facilitate the students in higher-level thinking, increase enthusiasm, sharpen interpersonal skills, and support cooperative learning (Chinda dkk., 2022; Sumardi, 2017, p. 526-537). Thus, this performance-based task is suitable in language assessment.

In the case of the performance-based assessment as presentation, there are two types of this assessment, such as scheduled presentation and impromptu presentation. The scheduled presentation is a presentation in which students know when they are going to be a presenter so they have time to prepare it. While, the impromptu presentation is a spontaneous presentation in which teachers choose the presenter randomly on the spot so the students do not have enough preparation time. In English teaching and learning class, both the presentations are commonly used because to improve the students' public speaking skills. However, in English teaching and learning program of UIN Madura, lecturers commonly implement the scheduled presentation in their syllabus because to improve the students' involvement and learning achievement by giving preparation time of the presentation. Therefore, it enables the students to plan out their materials in better, practice how they will be delivered the material, and predict potential questions from the audience and then preparing its answers within the preparation time given. Some students mentioned that the scheduled presentation has improved their confidence in speaking English step by step since they have enough time to prepare and practice the material effectively. This statement is supported by some previous studies which proved that in order to get intended goals, teachers need to give an example what the students should do and how they perform effectively in front of the class and then the students will tailor based on the teachers' instruction. As a result, it could improve the students' mastery of material will be presented. Thus, it arises their motivation and readiness of the assessment. (Salma & Prastikawati, 2021, p. 171; Suryanto dkk., 2023, p. 60).

Furthermore, in amid of globalisation development era like nowadays, recent technology provides innovative tools in assisting the students' learning. The innovative tools are proven by the appearance of Artificial Intelligence, such as Chat GPT, Gemini, Perplexity, and other tools that could help the students' presentation preparation effective and efficiently. With the assistance of the AI tools, the students' preparation could be better handled which lead to greater confidence and proficiency of the material (Khakpaki, 2025, p. 4; Owan dkk., 2023, p. 1-3; Saputra dkk., 2024, p. 9056-9057; Taneja & Makkar, 2026, p. 776-778). Thus, the incorporation of AI tools in the scheduled performance-based assessment offers a potential for positive washback in the teaching and learning process.

Although previous studies research the washback effect of performance-based assessment, they do not study on the washback effect of scheduled and impromptu presentation, instead they focus on general performance-based tasks, like speech, presentation, and other performance task. First, a study done by Salma and Prastikawati at SMAN 2 Pati by using open-ended questionnaire and semi structure interview showed that the performance-based assessment given positive impacts because teachers got reference of their students' real English skills and could give feedback on their performances directly (Salma & Prastikawati, 2021, p. 164). Second, a study done by Chinda, et al. by using semi-structured interview with three teachers and fifteen students of English in Hokkaido, Japan showed that the performance assessment could make the teachers happy because their students become more active and deep in thinking and the students its self react positively because it could minimize their anxiety in learning (Chinda dkk., 2022, p. 529-541). Third, a study done by Sumardi about the washback effect of the assessment on secondary students' learning using dept-interview showed the the assessment could engaged and motivated the students in learning because it enables them to speak orally in front of the classroom with variety of directions spontaneously (Sumardi, 2017, p. 1). Last, a study done by Menggo and Gunas using questionnaires to first-semester students of Katolik Indonesia Santu Paulus Univeristy showed that the assessment could influence the students' psychological elements because it could make the students more confidence, independent, and minimize their boredom in the classroom (Menggo &

Gunas, 2022, p. 423–431). Therefore, based on the previous studies, the researchers propose to fill the gap by researching the washback effect of scheduled-based assessment on students' learning in AI Era at UIN Madura. With the result of this study, it is expected to give informations related to the washback effect of the assessments.

Literature Review

The role of Assessment in language and learning

Assessment has a key function in language learning. It is because it could not merely determine students' skill, but it also could give informations how the students acquire their knowledge in understanding their material and answering questions from their teachers and also how the teachers will teach the students based on the the assessment result. (Suryanto, 2025, p. 324). Because the assessment could influence the learning and teaching process, Rathnayake stated that it will give an appropria feedback in the end based on how the teachers formulate the assessment in the classroom. (Rathnayake, 2024, p. 146). With the assessment feedback, it could be either positive or negative impacts. This phenomenon is known as washback in language testing. It is supported by the Alqahtani's statement quoted by Christiana in which the washback is the synonym of effect so it could be beneficial or detrimental (Christiana, 2025, p. 397). The positive wasback arise if the assessment relates both the learning objective and students' need and skill and make them completely motivated and engaged in the classroom (Christiana, 2025, p. 400; Suryanto, 2025, p. 339). However, if the assessment is opposite with the students' need even though it relates to the learning objective, it could be negative. (Christiana, 2025, p. 397; Shirzadi & Amerian, 2020, p. 537). Thus, the assessment plays a crucial role in language education.

Performance-based assessment

Performance-Based assessment is one of language assessments which enable students to expose their skills in the real situation. According to O'Malley & Pierce which is also quoted by Salma et al., this assessment is implemented because to examine the students' real competence in the classroom, such as presentation, debate, discussion, and other performance skills (Salma & Prastikawati, 2021, p. 164–166; Sumardi, 2017, p. 2). Additionally, Suastra and Yulia added that it was also conducted in order to encourage the students to solve some issues rationally and be more creative both in productive skills (Menggo & Gunas, 2022, p. 423–426). Therefore, this assessment is pertinent in English language learning because it enables the students practice their language use proactively.

Scheduled Presentation

Scheduled presentation is one of the performance-based assessment types. This assessment enables students to practice their public speaking skill because it makes them formulate their ideas and then they address to their audiences in the classroom. also, it enables the students to have more preparation time so they could present their material effectively. A study done by Sumardi showed that the oral presentation could enhance the students' cooperation, egagement, and public speaking skills because the assessment makes them to discuss, formulate questions, and answer the questions unintentionally (Sumardi, 2017, p. 7–8). Additionally, Salma et al., observed that the assessment could make them more excited in during learning English because it makes them to practice gradually in their classroom. However, the researchers also found that it could give negative impact because teachers should consider many things in examining this assessment effectively in a limited time (Salma & Prastikawati, 2021, p. 169–171). Thus, the scheduled presentation plays an important role in the performance-based assessment.

The Role of Artificial Intelligence in Language Assessment

In amid of digital technology development era, Artificial Intelligence plays an important part in teaching and learning. It is because Chat GPT, Gemini, Perplexity, and other tools could help students' presentation preparation effectively and efficiently. It is supported by the study conducted by Saputra et al. whic AI-based assessment give adaptive and customized feedback to increase students involvement, and facilitate their learning processes (Saputra dkk., 2024, p. 9056–9057). It is also related to Owan et al. who states that AI-powered educational assessment systems can develop the precision and effectiveness of assessments, provide individualized feedback, allow teachers to adjust teaching tactics,

and determine students who need extra assistance (Owan dkk., 2023, p. 1–3). These positive impacts are crucial in preparing the presentation. Therefore, the use of AI tools could enhance positive washback in the scheduled presentation-based assessment.

Research Method

Research Design

Using a qualitative descriptive design, this study investigated the washback effect of scheduled presentation-based assessment on students' learning in the era of Artificial Intelligence (AI). A qualitative descriptive approach was deemed suitable, as it allows for a broad coverage of participants' experiences, perceptions, and reflections on the role assessment practices play in learning.

Research Instrument

The participants were thirty undergraduate English Department students from UIN Madura who had taken a scheduled presentation-based assessment in their classes. They were recruited voluntarily and provided information based on their firsthand learning experiences. Data were collected using an open-ended questionnaire aimed at getting more in-depth responses regarding students' experiences of presentation-based assessment and how it affected their learning processes, classroom engagement, and self-confidence. Using open-ended questions allowed participants to elaborate freely and share rich experiences.

Data Analysis

The data collected were analyzed according to the interactive model of qualitative data analysis developed by Miles and Huberman, which consists of data reduction, data display, conclusion drawing, and verification. Responses were assessed, coded, and categorized to detect repeated patterns and themes associated with the washback effects of scheduled presentation-based assessment. The researchers read the data multiple times to check the accuracy of their findings and used a structured coding procedure across the data, thus ensuring the trustworthiness of the results. In addition, the interpretations were continually evaluated for consistency and accuracy in representing participants' perspectives.

Results

The Positive Effect of Scheduled Presentation on Students' Learning amidst the AI Era

The result of the interview showed that the scheduled presentation is commonly implemented in English teaching and learning process at UIN Madura. Afi stated,

"I used to get the scheduled presentations in my most classes because my lecturers always give it to us, maybe there are only two or three classes which use the impromptu."

Ina added,

"The scheduled presentation is one of common tasks here since it has been being employing from the first semester to the ending of class semester like nowadays."

From the both statements, it indicates that the such presentation is not a new experience since they used to be given the assignment at the campus. However, Although the lecturers always employ the task, the students get more positive impacts. Afi, Ina, and Ningsih stated

"We prefer the scheduled to the impromptu presentation because we know when we are going to be the class presenter so we can prepare well."

These finding indicates that the scheduled assessment is preferred because of the preparation time so it enables the students have much time in preparing their presentation material. From the preparation, the students could formulate their presentation strategies effectively, such as the ways to make audiences understand and engaged to their material, and predicting questions will be asked by the audiences. Imah stated,

"Beside I study, I usually predict some questions and then preparing its answer so I could answer my audiences' questions quickly and fluently when they formulate their questions."

Alan also added,

"I always get ready before my presentation is begun, such as designing presentation slide, and making notes"

Ita then suggested,

"We can give examples related to the material authentically if we want to make our audience engaged." With these statements, it shows that the students are liable to their task as a presenter. Additionally, with the scheduled presentation, the student could better understand the material.

Putri asserted,

"If I have enough time, I could understand my presentation material well because I am not smart so I should learn step by step."

Then Dista supported her statement,

"Understanding the material is the most important thing in the presentation session. If not, it could shame our selves."

With their responses, the enough preparations assure that the presentation session is not merely about memorization, but it is a meaningful learning. Moreover, the scheduled presentation could improve the students' speaking practice. Maul stated,

"During the preparation time, I pretend to be a real presenter as though I explain the material in front of my friends so it could improve my speaking skills."

Ai then supported his statement,

"It is absolutely right. If we practice our selves before the presentation, we could speak fluently so the material will be understood easily by our audiences."

Those statement shows that the scheduled assessment is one of the ways in practicing the students' communication skills. Then it will affect the students' confidence to speak. Widi said,

"The scheduled presentation could make me stronger and confidence in speaking in front of my friends because the preparation time encourages me to practice over and over again"

If they are confidence, it will motivate them in preparing the presentation material enthusiastically and seriously. It aligns with the Warda's statement, she said,

"If I want to be a presenter, I will always study to prepare it well because I don't want to perform poorly." The findings further showed that scheduled presentation increased students' motivation to study more seriously. Students explained that they were motivated because they did not want to perform poorly or fail to answer questions from the audience. Nurul Kamalatul Afifah stated, *"I study more seriously because I want to give a good presentation and answer questions correctly."*

Mawardatul Aini also explained,

"I studied more seriously because I was worried that if I did not study hard, the results would not be optimal, and I might not be able to answer the audience's questions well."

These findings suggest that the possibility of classroom interaction and question-and-answer sessions encouraged students to master the material more deeply.

Furthermore, in amid of globalisation development era like nowadays, recent technology provides innovative tools in assisting the students' learning. The innovative tools are proven by the appearance of Artificial Intelligence, such as Chat GPT, Gemini, Perplexity, and other tools that could help the students' presentation preparation effective and efficiently. Rosy stated,

"The recently technology is more sophisticated so don't worry because we have Artificial Intelligence in supporting our task effectively."

Her statement shows that with the assistance of the AI tools, the students' preparation could be better handled which lead to greater confidence and proficiency of the material. Thus, the incorporation of AI tools in the scheduled performance-based assessment offers a potential for positive washback in the teaching and learning process.

The Negative Effect of Scheduled Presentation on Students' Learning amidst the AI Era

Although the appearance of Artificial Intelligence could help the students' task during the scheduled presentation, some students get a benefit impact. It is because they are shortage of challenge which could decrease their spontaneous thinking so it arises their boredom in the classroom. Lana and Rosy stated,

"We prefer impromptu to scheduled presentation because it is more challenged and it will increase our spontaneous thinking."

Their statement indicate that the impromptu presentation is better than the scheduled presentation since it could make them more critical. Although this assessment has a negative washback, it is hindered by the positive sides because most of the students receive more the positive sides. Thus, the scheduled-

presentation assessment gives positive effect on the students' learning in the classroom.

Discussion

The Positive Effect of Scheduled Presentation on the Students' Learning amidst the AI Era

Based on the result of the study, it demonstrates that the positive washback of scheduled presentation assessment is more powerful than negative washback in the context of students' learning. This occurs because this assessment allows the students to prepare material thoroughly before they present in the classroom. It indicates that the students' participation is not just to deliver the material, but also to comprehend the content, layout slides for their audiences, how to deliver the material, and estimate questions from the audience. This is consistent with the concept of assessment in which it can affect the students' learning habits, enthusiasm, and participation in the classroom when it is aligned with learning objectives and the students' needs (Alqahtani, 2021; Christiana, 2025, p. 24; Fulcher & Davidson, 2009; Rathnayake, 2024, p. 221). Consequently, the timed presentations become the learning stimulus encouraging the students to study diligently before the assessment.

In addition, this assessment demands the students to demonstrate their actual skills through authentic activities like presentation, debate, discussion, and other performance skills. In this case, the students will plan their presentation either studying the material, arranging their material more authentic, or practicing the delivery before they perform. These actions highlight that this presentation is not primarily about delivering knowledge, but it is also about building cognitive and speaking skills. This finding is in accordance with previous studies which reveal that the performance assessment stimulates the students to apply higher-level thinking, have real competence, boost their self-esteem, and build up productive language skills (Chinda dkk., 2022, p. 526; Menggo & Gunas, 2022, p. 423–426; Salma & Prastikawati, 2021, p. 164–166; Sumardi, 2017, p. 2; Widiyanto dkk., 2022, p. 16). Therefore, this presentation is an useful assessment in enhancing the students' competence

Additionally, this organized presentation provided the students an identifiable aim so their motivation in learning will raised. This happens because they are aware what time they are supposed to perform, what topics they should learn, what kind of planning they should complete. Therefore, this situation led them to be more focused in learning because they do not want to be a failure or unable in answering questions from their audiences. This finding is comparable to previous study revealed that the assessment could increase the students' learning plans, enthusiasm for learning, educational competence, and classroom setting when they comprehend what they need to be ready for (Suryanto, 2025, p. 331–334; Suryanto dkk., 2023, p. 60–61). Harmer also asserts that classroom activities that involve the students and give them a goal to work towards could help to keep them motivated. It is also related to the concept of motivation theory of Dörnyei in which the motivation could develop through self-assurance, student autonomy, engaging learning, and adequate preparation (Dörnyei & Ushioda, 2013, p. 28–29; Harmer, 2011, p. 20). Thus, this presentation assessment could develop the students' engagement in learning.

Moreover, the scheduled presentation is also helpful communicative language learning. It is supported with situation in which the students always rehearse their speaking skill before the presentation, as they wished to deliver their material smoothly and understandably. This situation implies that this assessment forced the students to employ English in communication. It aligns to Richard's view in which the students' major aim of learning languages is to achieve their communicative proficiency. The students could practice language more effectively when they utilize them to communicate sincerely (Richards & Rodgers, 2010, p. 156–157, 2014, p. 96). Therefore, this scheduled presentation offers the students beneficial training in speaking because it provides them with sufficient time to plan their material and performance.

Furthermore, during the AI phase, the positive washback of the scheduled assessment grows increasingly significant as the students are provided with more available media to enhance the way they prepare. The media like ChatGPT, Gemini and Perplexity could aid the students discover ideas, arrange resources, streamline complex material, validate grammar, and forecast the audiences' question. This is important because this planned presentation allows the students have a lot of time to utilize AI as their preparatory assistant. (Saputra dkk., 2024, p. 9056–9057). This application of AI is in line with the concept that assessment should give feedback, inspirational advice, and learning aid. AI can foster

learner readiness and assurance when used wisely (Owan dkk., 2023, p. 1–3). But, this intelligence media should not be substituted the students' thinking. It should allow them to comprehend, revise, and practise their competence. Therefore, the existence of this intelligence media could facilitate their presentation preparation.

The Negative Effect of Scheduled Presentation on Students' Learning amidst the AI Era

Based the result of this study, it confirms that the scheduled-presentation assessment has beneficial impacts but also some negative washback effects. In a number of classes, the same style of the presentation is practiced frequently so that some students are fatigued. Instead, they favored unintentional presentation because it seems more hard and influence the students' unscripted thinking. It indicates that the scheduled presentation could be beneficial for some students when the structure gets too predictable. This reinforces the idea that negative washback can occur as a result of frustration, lack of interest, fear, or restricted learning behavior caused by evaluation (Christiana, 2025, p. 397; Pan, 2009, p. 261; Shirzadi & Amerian, 2020, p. 537).

In summary, a scheduled-presentation assessment has more favorable results than negative washback. This occurs because it could help the students prepare and practice their speaking, stay motivated, gain self-assurance, and learn with the help of AI.

Conclusion

The result of this study indicates that this scheduled-presentation assessment has greater positive than negative washback on how the students are learning amidst the AI era. First, it is helpful because the students could organize their learning experiences more successfully since they have adequate time to study materials, arrange the presentation design, practice speaking, and foresee possible questions from their audiences. With this training, it makes students at ease, motivated, prepared to deliver their material in front of the classroom. Second, AI media also assist the students prepare better by helping them construct ideas, increase language proficiency, understand the topics more effectively. While, the negative washback is dissatisfaction of the scheduled presentation because it could not train their spontaneous thinking. Therefore, in order to minimize this negative side, lectures should implement various presentation, for instance the first meeting is scheduled presentation, then the next meeting is impromptu presentation, and so on. Thus, both the students get positive washback during the learning process.

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