

**Washback Effect of Classroom Tests in Grades 7-8  
of Junior High School in Surabaya**

**A THESIS**



**By**

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**ENGLISH EDUCATION DEPARTMENT  
GRADUATE SCHOOL  
WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY  
SURABAYA  
2014**

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**A THESIS**

Presented to Widya Mandala Catholic University Surabaya  
in partial fulfillment of the requirement for  
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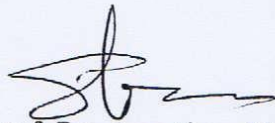


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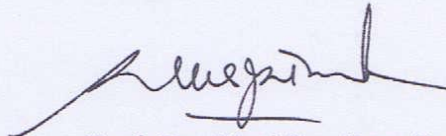
This thesis entitled **Washback Effect of Classroom Tests in Grades 7– 8 Junior High School in Surabaya** prepared and submitted by Maria Tirtaningrum (8212712002) has been approved to be examined by the Thesis Board of Examiners.



Prof. Dr. Agustinus Ngadiman  
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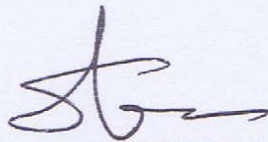
### **Thesis Examination Board's Approval**

This thesis entitled Washback Effect of Classroom Tests in Grades 7– 8 Junior High School in Surabaya prepared and submitted by Maria Tirtaningrum (8212712002) has been approved and examined by the Thesis Board of Examiners.



Prof. Dr. Wuri Soedjatmiko

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Prof. Anita Lie, Ed.D  
Director

### Statement of Authenticity

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or works from others dishonestly. That all the cited works were quoted in accordance with the ethical code of academic writing.

Surabaya, 3 October 2014



Maria Tirtaningrum

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## **Abstract**

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There were several studies about washback effect in tests, especially high-stakes tests such as national examination, TOEFL, IELTS, etc. In Indonesia, the research about washback was also in National Examination (UNAS). The study about washback effect in classroom tests is never done yet. Thus, this study focused on the EFL classroom tests which influenced the teaching and learning in the classroom practice. They conveyed what might occur in the strategies of teaching and learning because of the preparation for the test would expose the existence of washback effect. This research would be obtained through survey among the students and the teachers. In this survey, the questionnaires were delivered for the teachers and the students to recall any changes or inevitable decision in the process of teaching and learning because of the tests. The findings revealed that certain strategies and activities had occurred before the tests. This indicated that the washback effect existed whether it is negative or positive. It is negative when the teachers and students acquired



unnecessary decisions, strategies and activities in teaching and learning. It is positive when they acquired necessary decisions, strategies and activities. At the end, the washback effect is a better approach to examine the classroom test in order to expose whether both teachers and students have obtained necessary or unnecessary strategies in teaching and learning.

***Keywords:*** *Washback Effect, Classroom Tests, Necessary and Unnecessary Decision.*

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