### CHAPTER I

## **INTRODUCTION**

This chapter contained research background, research questions, objectives of the study, significance of the study, scope and limitation of the study, and definition of key terms.

# A. Research Background

Language is a system communication at the center of human life. Through language planned human lives and remember the past, exchange ideas and experiences, form social and individual identities. Language is the most unique thing about human beings. A second language affects people's careers and possible futures, their lives and their very identities. In a world which probably more people speak two languages than one, the acquisition and use of second languages are very important. Learning English is an essential requirement for success both at school and for further education, training and employment for students who speak a language other than English as their first language. The English as a Second Language (ESL) program aims to develop ESL students' English language competence and improve their learning outcomes throughout the curriculum to a level where they can fully participate in schooling and independently pursue further education and training.

Indonesia's going to be developed country which attempt to develop in some factors especially the educational system. The standard educational system born in admiration, equivalent, beneficence, and the balance of education process include curriculum and learning. This process involves human' enterprise in adapting and adopting world petition especially for the ability to increase the developing student's potential as life-skill and respectable attitudes<sup>1</sup>. It means the process has reference educators (students, teachers, parent, and the educational department) to maintain the discipline in learning. This process increases the natural talent to help the educational person (educators) found practical solution in developing educational system. Development within the educational system focused on the curriculum used and learning system as the modern school administration. Selecting the modern school administration offer principals and superintendents potential solution for the problems.

The school leaders bring upright to gather the system of education which help the modern school administration managing the dominant process within examination in learning<sup>2</sup>. The school leaders hold responsibility of

<sup>&</sup>lt;sup>1</sup> I.S.P Nasution and John Macalister, "Language Curriculum Design," Routledge First (2010).

<sup>&</sup>lt;sup>2</sup> Oemar Hamalik, "Kurikulum Dan Pembelajaran," 2011.

providing the destination and direction developed and implemented an international comprehensive school curriculum. They stated that the members of school leaders should be aware of the school district's mission, vision, philosophy, exit outcomes, program philosophies and rationale statements, program goals, program objectives, learning outcomes, learning activities, assessment, textbooks used (including publication year, edition, and condition). Since the real purpose of education is not to have the instructor perform certain activities to bring about significant changes in the students' pattern of behavior, it becomes important to recognize that any statements of the school objectives should be a statement of changes to take place in the students.

School leaders need adapting and adopting the educational system which clearly understood the curriculum standard and who could communicate in ways student understood<sup>3</sup>. It funds adapting the education system is designed to engage student growth well and lend itself as a global passport to success. Besides adopting the learning give solid foundation to achieve high level of academic and personal attainment. Adapting and adopting the system builds an efforts exemplary quality and be the best quartiers. This effort guarantees the exemplary quality and interlaces a cooperation with educational institution and international highly competent in

<sup>&</sup>lt;sup>3</sup> M. Baron, F. Boschee, and M. Jacobson, "Curriculum Management: Curriculum Development and Implementation," *Canadian Ministry of Education*, 2008.

educational system. The interlaced creates the best outcomes which has international competence appropriate with the society cultures. One of the interlaced is learning English as the international language communication used in the world.

An appropriate amount of school program include research, forethought, planning, time, and involvement which interlace the basic professional development needs examine with an assessment<sup>4</sup>. The means aim of assessment as called assessment's nature is central everything that student's govern in how they study and learn. The type of an evaluation process makes student unbelievable and unpleasant with their selves-potential. They cannot broader the knowledge, skill, and attitude within better performance assessment in an evaluation process. This condition acquires an innovation assessment to produce student's believable and pleasant include the knowledge, skill, and attitude that called assessment. The summative assessment do not bound the student, even though open-ended the student's perspective in the lesson comprehending<sup>5</sup>. Paul Black is Emeritus Professor of Science Education at King's College London, University of London, in a ground-breaking study published in 1998, demonstrated that a 'formative assessment' approach could improve both learning and examination results. It

<sup>&</sup>lt;sup>4</sup> Terry Doyle, "Helping Student's Learn in Learner-Centered Environment: A Guide to Facilitating Learning in Higher Education," *Stylus Publishing, LLC* First (2008).

<sup>&</sup>lt;sup>5</sup> Paul Black and Dylan William, "Developing the Theory of Formative Assessment," *Educational Assessment, Evaluation and Accountability*, January 23, 2009, 5–31.

is based on the idea that all students can improve, and that students should be actively involved in their own learning.

Assessing and grading student at the ends of study for their performance is the characteristics of an assessment. Joshua William Ruland mentioned from Rick Stiggins has pointed out that historically, assessments have been used to identify differences in students and then rank those students accordingly. The current role of assessment elicits negative responses in students who are struggling academically<sup>6</sup>. It means their findings is a process ungraded and given back to students with descriptive feedback indicating progress in levels for instructional and learning strategy was a formative assessment mentioned by Popham. In addition he argued that teachers, most of them, confess the feedback process as a best instructional practice yet an imprecise understanding of the process and overcome its logistical challenges.

The grounded regulation applied completely in SMA Darul Ulum 2 Unggulan BPPT Jombang CIS ID 113 is one of the sequential school that applying three-based curriculum. The three-based curriculum are Cambridge international curriculum, national curriculum (2013 curriculum), and local curriculum (Muslim boarding school Rejoso). The Centre education department of Darul Ulum Rejoso expects founding a future human that has

<sup>&</sup>lt;sup>6</sup> Joshua William Ruland, "The Impact of Using Formative Assessment Attributes in Daily Instructions on Student Affect," *Loyola University Chicago*, 2011, 4.

respectable professional scholar within attitudes, characteristic, perspicacity, and prosperity as the regulation grounded as written<sup>7</sup>. The founding as the previous study of the research described the potential students' outcomes at surrounding Pondok Pesantren Darul Ulum. The researcher interested utilizing three-based curriculum that combined in a local education system. The English learning is specify used in Cambridge curriculum and national curriculum (2013 curriculum) at SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113.

Finally, the assessment in the application of Cambridge English language Check Point needed to comprehend the development product with students' outcomes. The check point grades influence in used that focusing in Cambridge IGCSE at SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113. The application of Cambridge English language also responds requirement in challenges educational development. The responses are bended in external challenges and internal challenges. The internal challenges applied as the standard comprehending learning as International students. The external challenges applied as the educational quality as the development needed.

<sup>&</sup>lt;sup>7</sup> Imam Amrusi Jailani, "Pendidikan Pesantren Sebagai Potret Konsistensi Budaya Di Tengah Himpitan Modernitas," *KARSA* 20, no. 01 (2012): 75–87.

#### **B.** Research question

Based on the background above, this study is conducted to encourage Cambridge English language which one of the purpose in formative assessment, the problems of this study can be formulated as follows:

- How is Cambridge IGCSE English language check point being applied to assess student's English performance at SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113?
- 2. What are challenges of Cambridge IGCSE English language check point application to SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113?

## C. Objective of the study

Object of the study has a focus that explained:

- a. To discover how is Cambridge IGCSE English language check point being applied to assess student's English performance at SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113.
- b. To discover what are challenges of Cambridge IGCSE English language check point application to SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113.

### **D.** Signification of the research

The writer expects that this study can give positive contribution either for the teacher or students in teaching and learning English to integrate Cambridge learning. The Cambridge learning integrates with the Islamic boarding house of Darul Ulum learning include applying the evaluation process.

1. For teachers

This research study applies the characteristics in Cambridge IGCSE English language check point that increase the learning quality. The teacher can apply an imitation to evolve learning process especially in English as second language acquisition. They evolve the learning guide student' potential supported as well. As a final point, the students' comprehension and competence can growth continuity merging the learning models. By the applying and changing the method, teacher can adopt Cambridge IGCSE English language to guide the understanding of student.

2. For Students

Based on the object of research, the students can explore good idea with more resources to be the best revenue in the educational process. They can be responsible toward improving their English skill guarded as Muslim boarding student. They can exposure understanding about the learning in self-perspective. In addition, students can prepare for summative assessment to improve the learning process.

### 3. For Future Researchers

The researcher can learn new system to comprehend three curriculum applied and changed within international (Cambridge curriculum), national (2013 curriculum), and local curriculum (Pondok Pesantren curriculum). Presenting the third curriculum system be guarding a student in advance English skill that needed in an education system. As a final, combining those curriculums in the Cambridge IGCSE English language based-summative assessment to support learning evaluation method suggested in the next researchers focus.

### E. Scope and limit of the Research

This study was just limited to the application of Cambridge English language check point in assessing student's English performance process that was conducted at SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113 course first semester 2014/2015. The scope of study analyzed in the extended level of Cambridge English language check point Secondary 2 (IGCSE) as English second language. The extended level was in Reading and writing test which allocated into seven exercise.

#### F. Definition of key terms

To avoid the uncertainty, the researcher would like to present the definition of key terms as follows:

1. **Cambridge curriculum** : excerpted the *Cambridge Universities Press*, Cambridge curriculum is the world's largest provider of international education programs and qualifications for 5 to 19 year olds. The curriculum offers an international curriculum for schools and a broad range of qualifications including Cambridge IGCSE and Cambridge International A Level. Cambridge qualifications are recognized by universities and employers worldwide.

- 2. Cambridge English Language Check Point : Cambridge Checkpoint is an innovative diagnostic testing service. A unique service and an invaluable tool for schools, it enables access to standardized tests that provide feedback on a student's strengths and weaknesses in key curriculum areas. Check point in this terms as same as the formative assessment which is most useful part way through a course or learning, and will involve giving the student feedback which can be used to improve their future performance. The assessment gives in the daily routines learning to measure the student's improvement. In addition, Cambridge English check point gives a feed back to adapt teacher's learning method in student's learning need and interest.
- 3. The Level of Cambridge English Language Check Point: is based on the international qualifications of university of Cambridge international examination (CIE) which offer for 5-19 years old. The level divided in Cambridge Primary, Cambridge Secondary 1, Cambridge secondary 2, Cambridge Advance, and Cambridge Professional Development Qualification. The programs and qualification allocate based on

occupation as student and teacher educational subject. In the level also allocated into two part level of Cambridge which are extended level and core level.

- 4. International General Certificate of Secondary Education (IGCSE): is the examination in Cambridge International Examination. The Exam merged in Cambridge International Examination Secondary 1 which dedicated for 14-16 years old students.
- 5. SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113: is one of school unity on the foundation of Pondok Pesantren Darul Ulum Rejoso Peterongan Jombang. The establishment of this school is in order and anticipate the people undertaking the challenge of the global era. Working together with Agency for the Assessment and Application of Technology (BPP-T) Jakarta, Pondok Pesantren Darul Ulum provide new alternative for the community.