#### **CHAPTER II**

#### REVIEW OF RELATED LITERATURE

This chapter reviewed the literature related to the topic of the research. It was about Cambridge IGCSE English check point. This chapter also presented several similar studies which have taken before.

### A. Review of Related Literature

## 1. Cambridge Check Point

### a. Definition of Cambridge Check Point

One of the crucial instruction component in learning was assessment. This assessment intended for an educational people had different idea regarded. Assessment considered as the best way to evaluate learning proses. The educator people required this method to discover the student' development. The terms assessment eventually shaped the concept in modern and traditional. Assessment and testing substantially were different from each other. Testing was formal and often identical, assessment was based on a collection of information about what students know and what they were able to do. The key concept undergird in this study was focused on the English Cambridge language check point. The assessment depended on structural planning and organization and deep teacher and student

cognitive processing, leading to studies by Thomas A. Steward<sup>1</sup>. He argued the assessment was considered a powerful learning and teaching which concludes with practical classroom applications.

Getting feedback in learning should be conducted continuously throughout the course which used to improve learning instruction and to keep both students and teachers aware of the course objectives and the students' progress in achieving those objectives, leading research as Saskatchewan Learning<sup>2</sup>. In addition, Saskatchewan written that the feedback have connection to summative assessment which occurs at the end of a unit or program. It was used with formative evaluation to determine student achievement and program effectiveness<sup>3</sup>. It means feedback measured performance in forms other than traditional assessment such as writing test. Students would not generally receive feedback beyond being informed of their grades and mark breakdown.

In the same research, Chappuis stated an early point for teacher as basic differences to demonstrated how learning targets followed instruction, modeled effective feedback, gave guidelines teaching, offered ideas for formative teaching tools, and gave reflective protocol for student as stakeholder in the learning

<sup>3</sup> Ibid, 14.

<sup>&</sup>lt;sup>1</sup> Thomas A. Stewart, "Effects of Implementing a Formative Assessment Initiative" (Dissertation, Western Kentucky University, 2011).

<sup>&</sup>lt;sup>2</sup> Mary Frances Callele, "An Investigation of Formative and Summative Portfolio Assessment Methods" (Thesis, University of Saskatchewan, 2008).

process<sup>4</sup>. It means the basic protocol asserted a communication between teacher and students through learning targets, effective feedback, and reflection which accepted the stakeholder roles.

#### b. Cambridge English Language Check Point

Cambridge English Language Assessment (formerly known as Cambridge ESOL), offered qualifications accepted by many universities, employers and governments, such as Cambridge English: Advanced (CAE). These qualifications are internationally accepted as an in- depth test of English language. In combination with the Cambridge Secondary 1 English as a second language course, students could deliver a full programme of English language learning within the school curriculum. The students were fully aware of the admission requirements for the universities and institutions of students learners may want to attend. This terms specifically directed English for speakers of other language (ESOL) which had identity as global reputation for quality and positive impact in education system. The assessment offered a wide range of exams and tests for learners and teachers at many levels and for many needs (e.g. IELTS) which provided access to international standards worldwide (CEFR and ALTE).

Cambridge English Language Assessment provided the world's leading range of qualifications for learners and teachers of English. They worked in over

<sup>4</sup> Jan Chappuis, "Helping Student Understand Assessment', Association for Supervision and Curriculum Development," *Educational Leadership* 63 (2005): 1–6.

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130 countries delivering exams for nearly 4 million people a year with a mission to be the experts in language assessment and in delivering excellence and innovation. They also collaborated with other experts and education professionals that could combine students' strengths to offer learners enhanced quality, choice and opportunity.

Cambridge International A Level was typically a two-year course, and Cambridge International AS Level is typically one year. The learners could choose from a range of assessment options to gain Cambridge International AS and A Level qualifications:

- Took the Cambridge International AS Level only. The syllabus content is half a Cambridge International A Level.
- Took a 'staged' assessment route take the Cambridge International AS Level in one examination series and complete the final Cambridge International A Level at a subsequent series. (The staged assessment route is not possible in all subjects. The outcomes awarded for Cambridge International AS Level language syllabuses cannot be carried forward to Cambridge International A Level.)
- Took all papers of the Cambridge International A Level course in the same examination session, usually at the end of the course.

The assessment took place at the end of the course and gave students options to suit their learners, including written, oral, coursework and practical assessment. This broadens opportunities for students demonstrated their learning, particularly when their first language was not English. With a tiered structure in many

subjects for different ability levels, learners of all abilities were assessed positively and brighten individuals have the chance to excel. The grades awarded at Cambridge International Examination are A\*–G, with A\* being the highest<sup>5</sup>. A student who in A grade would be applied in school out of the country to offer with. Teacher gave students valuable feedback on their performance, identifying strengths and weaknesses before they complete their full Cambridge International Examination Level. It had a purpose to guide student's improvement in any goal which include in indicator attached, evidence of problem and prescription for the problem.

Cambridge International Examination (CIE) as English Second Language guided to describe a revision teaching and learning. Diagnostic tests for English taken at the end of the programme. It provided comprehensive feedback on the strengths and weaknesses of each learner. Teacher gave students valuable feedback on their performance, identifying strengths and weaknesses before they completed their full Cambridge International Examination Level. It had a purpose to guide student's improvement in any goal which included in indicator attached, evidence of problem and prescription for the problem.

### 1. Cambridge Check Point

Cambridge Checkpoint tests had been designed to assess learning at the end of programs level. The Cambridge checkpoint gave valuable feedback on learners'

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<sup>&</sup>lt;sup>5</sup> P. Mehisto, "Excellence in Bilingual Education: A Guide for School Principals," *University of Cambridge Press*, 2012.

strengths and weaknesses before they progressed to the next stage of education. The tests are marked in Cambridge and provide schools with an external international benchmark for learner performance. Each learner received a statement of achievement and a diagnostic feedback report, giving schools detailed information and parents extra trust in the feedback.

Cambridge IGCSE English language Check point as second language had two option to take the examination. The option separated in reading and writing paper and listening paper. In the examination presents a test level which was Core and Extended level examination. They were three separated section of examination includes Reading and Writing Paper, Listening Paper, and Speaking test. The separated papers for Core and Extended levels are intended to encompass a wide skill range and to allow all students a chance of being awarded a qualification and a grade which reflect their level of skill in English. The two levels of examination (the exercise and task) were very similar. The differences were largely in the way the same exercise were adapted to be more challenging at Extended level and to expanse the students further. The sections of examination in SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113 adopted the extended level in Cambridge English language IGCSE as second language. In more detailed, the section describes in tables below.

Table 2.1

The Reading, Writing and Listening test (Paper 1, Paper 2, Paper 3 and Paper 4) of Cambridge IGCSE as Second Language (Option 1)

Paper Number and Level of Examination	How long and how many marks?	What's in the paper? Which skill are being tested?	What's the % total marks?
Paper 1 (Core) OR	1 hour 30 minutes (70 marks)  Exs. 1,2,4 – Reading Ex.3 – Reading & Writing combined. Exs. 5,6,7 – Writing		70 %
Paper 2 (Extended)	2 hours (90 marks)	Exs. 1,2,4 – Reading Exs. 3,5 – Reading & Writing combined Exs. 6 & 7 – Writing	70 %
Paper 3 (Core) OR	30 – 40 minutes (30 marks)	short conversations and longer	
Paper 4 (Extended)	45 minutes (36 marks)	Listening and responding to short conversations and longer interviews and talks.	30 %

The students also took a speaking test in paper 5 and paper 6 which test the speaking skills of them. The speaking tests do not contribute to students overall result which they are marked separately. The tests given a result on a scale of 1 (high) to 5 (low) for speaking. The students also should ask teacher if they would take paper 5 or 6 paper.

Table 2.2

The Speaking test (Paper 5 and Paper 6) of Cambridge IGCSE as Second Language (Option 1)

Paper number	How long and how many marks?	What's in the paper?	What's the % of the total mark?
Paper 5 Speaking test OR:	A conversation with the Examiner and a discussion of a topic on a card chosen by the Examiner.		A separate result for speaking is given.
Paper 6 Speaking coursework	Completed during your course. (30 marks)	Coursework – 3 different speaking activities, e.g. roleplay, telephone conversation, interview. The tests will be conducted and marked by your teacher during your course.	A separate result for speaking is given.

The second option was difference that the mark of speaking test was included in students overall grade. It's called 'Count-in Speaking' which was 30 % of overall mark shared between Listening and Speaking in 15 % for each skill. The Reading and Writing paper and listening paper were exactly same as the first option which the speaking test or coursework. The differences was the way final marks were allocated.

Table 2.3 The Overall test (Paper 1 to Paper 6) of Cambridge IGCSE as Second Language (Option 2)

Paper number and level of examination	How long and how many marks?	What's in the paper? Which skills are being tested?	What is the % of the total mark?
Paper 1 (Core) OR:	1 hour 30 minutes (70 marks)	Exs.1,2,4 – Reading Ex.3 – Reading & Writing combined. Exs. 5,6,7 – Writing	70%
Paper 2 (Extended)	2 hours (90 marks)	Exs. 1,2,4 – Reading Exs. 3,5 – Reading & Writing combined Exs. 6 & 7 – Writing	70%
Paper 3 (Core) OR:	30–40 minutes (30 marks)	Listening and responding to short conversations and longer interviews and talks.	15%

Paper number and level of examination	How long and how many marks?	What's in the paper? Which skills are being tested?	What is the % of the total mark?
Paper 4 (Extended)	45 minutes (36 marks)	Listening and responding to short conversations and longer interviews and talks.	15%
Paper 5 Speaking test	Approximately 15 minutes. (30 marks)	Conversation with the Examiner and discussion of a topic on a card chosen by the Examiner.	15%
Paper 6 Speaking coursework	Completed during your course. (30 marks)	Coursework – 3 different speaking activities, e.g. roleplay/telephone conversation/interview.	15%
		The tasks will be conducted and marked by your teacher	

 $\label{eq:table 2.4} The setting outs of skill in Cambridge IGCSE as Second Language$ 

Skill	What the skill means	What you need to be able to do
	- Student can read a variety of pieces of writing (texts)	- Understand a range of written information
Reading	- Student can understand of the main meaning (gist)	- Understand facts, ideas and opinions
	- Student can understand more exact details and information	- Select, evaluate and organize information in a logical manner
	<ul><li>Student can write short phrases as answers to questions</li><li>Student can write short notes</li></ul>	<ul> <li>Communicate information</li> <li>Show organization of facts, ideas, and opinions</li> <li>Describe situations and events</li> </ul>
Writing	<ul> <li>Student can build sentences into paragraphs</li> <li>Student can write longer articles, letters, and summarize</li> </ul>	<ul> <li>Give personal information</li> <li>Write in a suitable register (formal/informal)</li> <li>Use a range of grammar and vocabulary accurately</li> </ul>
Listening	<ul> <li>Student can understand speaking in a range of contexts</li> <li>Student can recognize different ways that people speak and their feelings and moods</li> </ul>	<ul> <li>Use appropriate punctuation</li> <li>Understand specific facts from announcements, conversations, and interviews</li> <li>Recognize ideas, opinions, speaker's attitude</li> <li>Take notes while listening</li> <li>Select and organize detail, and evaluate relevance in the listening context</li> </ul>
Speaking	<ul> <li>Student can talk and survive in a variety of situations</li> <li>Student can start and develop a conversation on an interesting topic</li> <li>Student can agree, disagree, and give their opinion</li> </ul>	<ul> <li>Conduct a sustained conversation on familiar topics</li> <li>Respond to questions in areas of professional experience and communicate information when required</li> <li>Express student's feeling and opinions</li> <li>Communicate clearly and with accuracy</li> </ul>

In order to assess student, the syllabus sets outs the skills which will be tested IGCSE as second language) examinations. In addition, the main skills outlined above, the students will also be tested on how accurate and consistent their English is.

Table 2.5

The Overall test of Cambridge IGCSE as Second Language (General View)

Candidate	s take either:		Or:	
Paper 1 Reading and wri	iting (Core)	Paper 2	Reading	g and writing (Extended)
1 hour 30 minutes		2 hours		
Eligible for grades C–G		Eligible for	grades A	*–E
70% of total marks		70% of total	l marks	
And either	•		Or:	
Paper 3 Listeni	ng (Core)	Paper 4	Listenir	ng (Extended)
Approx. 30–40 minutes		Approx. 45	minutes	
Eligible for grades C–G		Eligible for	grades A	*–E
30% of total marks		30% of total	l marks	
And either	:		Or:	
Component 5 Oral		Component	t 6 Ora	l coursework
Approx. 10–15 minutes		n/a		
Separately endorsed		Separately e	endorsed	

The syllabus of Cambridge English language based – formative assessment, also do in this terms Cambridge IGCSE English as a second language, covered the aims and the assessment objective. The syllabus of Cambridge IGCSE English as a second language were to:

- Develop leaner's ability to use English effectively for the purpose of practical communication
- Form a solid foundation for the skills required for further study or employment using English as the medium.
- Develop learners' answer of the nature of language and language learning skills
- Promote learners' personal development

While the teacher prepared student as poured forth in the syllabus aims. The assessment objective that a candidates, student taken Cambridge IGCSE as a second language, must demonstrate ability in the following areas:

## 1. Reading (AO1)

- R1 identify and retrieve facts and details
- R2 understand and select relevant information
- R3 recognize and understand ideas, options and attitudes and the connections between related ideas
- R4 understand what is implied but not actually written

### 2. Writing (AO2)

- W1 communicate clearly, accurately, and appropriately
- W2 convey information and express opinions effectively
- W3 employ and control a variety of grammatical structures
- W4 demonstrate knowledge and understanding of a range of appropriate vocabulary
- W5 observe conventions of paragraphing, punctuation and spelling
- W6 employ appropriate register/style

### 3. Listening (AO3)

- L1 identify and retrieve facts and details
- L2 understand and select relevant information
- L3 recognize and understand ideas, opinions and attitudes and the connections between related ideas
- L4 understand what is implied but not actually stated

### 4. Speaking (AO4)

- S1 communicate clearly, accurately and appropriately
- S2 convey information and express opinions effectively
- S3 employ and control a variety of grammatical structures
- S4 demonstrate knowledge of a range of appropriate vocabulary
- S5 engage in and influence the direction of conversation

- S6 employ suitable pronunciation and stress patterns

### 2. Cambridge Check Point report

Schools use the feedback from Cambridge Checkpoint to make strategic decisions, drawing upon a pool of information and specialist reporting tools that are built into the tests. The Cambridge Checkpoint feedback reports enable teachers to:

- Tailor individual learning programs
- Monitor group and individual performance
- Compare the performance of all learners taking tests in that session
- Manage learning programs within schools and as learners move between schools
- Predict performance in learners' formal examinations.

Being passed the examination, students or candidates would be grade in A (high) to G (low). Each grade had a different description that consist indicators (criterion) of the standard of achievement. The grade description was likely shown candidates awarded in particular grades. To achieve a grade A, a candidate would be able to:

- Understand and communicate arguments, ideas and information both at a straightforward and a more complex level

- Structure work that the reader can follow the argument from the beginning to the end
- Select material from texts and develop it in relationship to the question,
   sufficient to show some independence of thought
- Describe and reflect upon experience and express effectively what is felt and imagined
- Recognise and explain underlying meaning and the writer's attitude to the subject matter
- Vary style straightforwardly in different types of writing and give evide nce of a good range of language
- Spell and punctuate accurately, with few, if any, mistakes
- Use well-constructed paragraph and sentence of average complexity and obey standard grammatical conventions
- Speak clearly and confidently in response to other speakers and occasionally take the initiative

A candidate achieve a grade C that would be able to:

- Understand and communicate arguments, ideas and information at a stra ightforward level
- Ensure that all work has a clear beginning, middle and ending, and that ideas generally follow on from one another

- Select material from texts in answer to questions and provide straight forward explanation and development to show relevance
- Recognize more obvious meanings and attitudes
- Write with some knowledge of style and the possibility of varying it according to different types of writing and use a range of language adequate to all the tasks set
- Spell and punctuate with accuracy so that communication is not impaired
- Use adequate paragraphing and some variety of sentence construction
- Speak clearly with some confidence, mostly in response to the direction of other speakers and show a readiness to listen to others and to respond appropriately.

To achieve a grade F, a candidate would be able to:

- Understand and communicate information at basic level
- Ensure that all work has a basic sequence
- Select material from texts in answer to questions and provide basic explanation
- Recognize straight forward meaning and attitudes
- Write at least in single sentences with possibility of sentence variety according to different types of readiness to listen to others and to respond

In the description of Cambridge English language based - formative assessment (Cambridge IGCSE as Second Language), the teacher need to have a

mechanism for combining the evidence of students, whether through a formal or informal review process on the fly review. The student also need to have access to appropriate support from either teacher to complete the tasks. In this syllabus also describes the content that candidates may follow (the Core curriculum only or the Extended) which includes both of them. A candidate was aiming for grades A to B must follow the extended curriculum.

SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113 applied the Cambridge IGCSE English Language check point in the learning process. The application used as adapt and adopt system that shaded by Cambridge not to wipe out the learning culture itself. For further explanations, Cambridge IGCSE as Second Language(Core curriculum and Extended curriculum) of the syllabus was described below. In the explanation below described the component of the examination, the explanation also covered the application of Cambridge English check point at the school.

 $\label{eq:table 2.6} The syllabus content of Cambridge IGCSE as Second Language$ 

Assessment objective 1: Reading	
Core	Extended
<ul> <li>Understand simple texts, e.g. public notices and signs (including timetables and advertisements)</li> <li>Identify and retrieve some facts from simple texts, e.g. to complete a form</li> <li>Select and organise some relevant information from a range of texts including letters, brochures, forms and imaginative writing within the experience of young people and reflecting the interests of people from varied cultural backgrounds</li> <li>Recognise some ideas, opinions and attitudes in a range of texts</li> <li>Begin to understand what is implied but not actually written, e.g. gist, purpose and intention</li> </ul> Assessment objective 2: Writing	- Understand and select from a range of texts in a variety of forms, including public notices, signs, and magazines and newspapers - Identify and retrieve facts, details, important points and themes from a range of texts, including extended pieces of writing, e.g. to complete a form - Select and organise relevant information from a range of texts including letters, brochures, forms, extended texts and imaginative writing within the experience of young people and reflecting the interests of people from varied cultural backgrounds - Recognise and understand ideas, opinions and attitudes within extended texts and explore the connections between them - Understand what is implied but not actually written, e.g. gist, purpose and intention
Core	Extended

- Carry out simple writing tasks in response to a written stimulus, such as completing a form, writing a postcard, a short letter, a basic summary or an extended piece of writing (100-150 words) in an appropriate and accurate form of English
- Describe, report and give personal information
- Identify, organise and present material in a particular format for a particular audience or purpose, e.g. an article for a school newspaper
- Carry out a range of writing tasks in response to a written stimulus, on a range of topics, including completing a form, writing a postcard, a letter, a summary or extended piece of writing in an appropriate, accurate and clear form of English
- Describe, report and give a wide range of information
- Identify, organise, structure and present
  material in an appropriate format and
  register for a particular audience or
  purpose, e.g. an article for a school newspaper

## Assessment objective 3: Listening

Assessment objective 3: Listening			
Core	Extended		
<ul> <li>Understand simple information presented in a variety of forms, e.g. an answerphone message, news, weather, travel, interviews, dialogues and telephone conversations</li> <li>Identify and retrieve some facts from material, e.g. a formal talks</li> <li>Recognize some ideas, opinions and attitudes</li> <li>Begin to understand what is implied but not actually spoken, e.g. gist, purpose and intention</li> </ul>	<ul> <li>Understand and select from a range of information presented in a variety of forms, e.g. an answerphone message, news, weather, travel, interviews, dialogues and telephone conversations</li> <li>Identify and retrieve facts, details, important points and themes from a range of material, e.g. a formal talk</li> <li>Recognize and understand ideas, opinions and attitudes and explore the connections between them</li> <li>Identify the important points or themes of the material including attitude, relationships between speakers</li> <li>Understand what is implied but not actually spoken, e.g. gist, purpose and intention</li> </ul>		
Assessment objective 4: Speaking			
Core	Extended		

- Carry out a range of speaking activities,
   e.g. respond to questions on topics within
   a defined range such as past and present
   schooling, future plans, current affairs
- Conduct a sustained conversation with some confidence
- Demonstrate competence in a range of speaking activities, e.g. respond to questions on a range of topics including past and present schooling, future plans, current affairs
- Respond confidently to new, topical ideas
- conduct a sustained conversation with a sense of audience and purpose

The student might have text books and work books that form the basis for their lesson. The text book and work book were prepared by Cambridge. The marks of Cambridge IGCSE as Second Language examination was also as the additional marks for student in the report book of semester.

# - Component 1: Reading and Writing Core

The first component of Cambridge IGCSE as Second Language was Core written which lasts one hour thirty minutes. The candidates may not permitted to use dictionaries. There were seven exercise in the question paper that have different mark allocations. And some exercises consisted of a series of sub-questions. The candidates must answer all questions and sub-questions in each exercise. The balance of assessment of reading and writing skills was equal and the paper was an extremely set assessment, marked by Cambridge.

Table 2.7

Overview of exercises in Component 1: Reading and writing (Core)

		Marks for AO1 Reading	Marks for AO2 Writing	Total Mark
Exercise 1	Reading	7	-	7
Exercise 2	Reading	11	-	11
Exercise 3	Information transfer	10	4	14
Exercise 4	Note-making	7	-	7
Exercise 5 (linked to Exercise 4)	Summary	-	5	5
Exercise 6	Writing	-	13	13
Exercise 7	Writing	-	13	13
		35	35	70

 $\label{eq:table 2.8} Table \ 2.8$  Description of exercises in Component 1: Reading and writing (Core)

Exercise 1		
Assessment objective	R1, R2	
Task	Reading exercise. Candidates read a short text and answer a series of questions testing skim-/gist-reading skills. Candidates write short (single word/phrase) answers.	
Text type	One of the following: advertisement, brochure, leaflet, guide, report, manual, instructions.	
Total marks	7	

Exercise 2	
Assessment objective	R1, R2, R4
Task	Reading exercise. Candidates read a text and answer a series of questions testing more detailed comprehension.
Text type	Either a report or a newspaper/magazine article, which incorporates a graphical element.
Total marks	11

Exercise 3	
Assessment objectives	R1, R2, W1, W5
II a.s.k.	Information transfer. Candidates complete a form or notes using information provided on the question paper.
Total marks	14

Exercise 4	
Assessment objectives	R1, R2, R3
Task	Note-making. Candidates make brief notes (under a supplied heading or headings) relating to a text printed in the question paper.
Total marks	7

Exercise 5 — linked with Exercise 4		
Assessment objectives	W1, W2, W3, W4, W5	
Task	Summary writing. Candidates write a 70 word summary about an aspect or aspects of the passage. They make use of the notes they made in Exercise 4.	
Total marks	5	

Exercise 6	
Assessment objectives	W1, W2, W3, W4, W5, W5
Task	Candidates write approximately 100-150words of continuous prose, in response to a short stimulus (which may take the form of pictures) and/or short prompts printed on the paper. The question includes information on the purpose, format and audience.
Total marks	13

Exercise 7	
Assessment objectives	W1, W2, W3, W4, W5, W6
Task	Candidates write approximately 100-150words of continuous prose, in response to a short stimulus (which may take the form of pictures) and/or short prompts printed on the paper. The question includes information on the purpose, format and audience, which are different from those in Exercise 6.
Total marks	13

# - Component 2: Reading and Writing (Extended)

The second component was extended written paper tests which lasts two hours that the candidates may not permitted to use dictionaries. There were seven exercises in the question paper that have different mark allocations. And some exercises consist of a series of sub-questions. The candidates must answer all questions and sub-questions in each exercise. The balance of assessment of reading and writing skills were equal. And the paper was an extremely set assessment, marked by Cambridge.

Table 2.9

Overview of exercises in Component 2: Reading and writing (Extended)

		Marks for AO1 Reading	Marks for AO2 Writing	Total Mark
Exercise 1	Reading	9	-	9
Exercise 2	Reading	15	_	15
Exercise 3	Information transfer	6	2	8
Exercise 4	Note-making	9	-	9
Exercise 5 (linked to Exercise 4)	Summary	6	5	11
Exercise 6	Writing	-	19	19
Exercise 7	Writing	-	19	19
		45	45	90

Table 2.10

Description of exercises in Component 2: Reading and writing (Extended)

Exercise 1	
Assessment objective	R1, R2
Task	Reading exercise. Candidates read a short text and answer a series of questions testing skim-/gist-reading skills. Candidates write short (single word/phrase) answers.
Text type	One of the following: advertisement, brochure, leaflet, guide, report, manual, instructions.
Total marks	9

Exercise 2			
Assessment objective	R1, R2, R4		
Task	Reading exercise. Candidates read a text and answer a series of questions testing more detailed comprehension.		
Text type	Either a report or a newspaper/magazine article, which incorporates a graphical element.		
Total marks	15		

Exercise 3	
Assessment objectives	R1, R2, W1, W5
Task	Information transfer. Candidates complete a form or notes using information provided on the question paper.
Total marks	8

Exercise 4	
Assessment objectives	R1, R2, R3
Task	Note-making. Candidates make brief notes (under a supplied heading or headings) relating to a text printed in the question paper.
Total marks	9

Exercise 5 — linked with Exercise 4	
Assessment objectives	W1, W2, W3, W4, W5
Task	Summary writing. Candidates write a 100-120 word summary about an aspect or aspects
Total marks	11

Exercise 6	
Assessment objectives	W1, W2, W3, W4, W5, W5
Task	Candidates write approximately 150-200 words of continuous prose, in response to a short stimulus (which may take the form of pictures) and/or short prompts printed on the paper. The question includes information on the purpose, format and audience.
Total marks	19

Exercise 7	
Assessment objectives	W1, W2, W3, W4, W5, W6
Task	Candidates write approximately 150-200 words of continuous prose, in response to a short stimulus (which may take the form of pictures) and/or short prompts printed on the paper. The question includes information on the purpose, format and audience, which are different from those in Exercise 6.
Total marks	19

# **B.** Previous Study

The research study about the learning English IGCSE Cambridge curriculum check point in the assessments to attain educational objective. The previous research study written in some thesis as well the research development as literature and field research. The researcher need previous study to support this research which very important for conducting the research.

- In 2013, Is 'aunatin 'Azzah from UIN Sunan Kalijaga conducted a research on Implementasi Kurikulum Internasional (Studi Kasus Penerapan Kurikulum Cambridge di SMA Darul Ulum 2 Unggulan BPP-T Jombang). In the research, she regulates the standard system used in the implementation of Cambridge curriculum as an international curriculum Cambridge International Certificate (CIC) of University of Cambridge. She found that SMA Darul Ulum 2 Unggulan BPP-T Jombang licensed as one of CIC members in 2009 and could held the Cambridge International Examination. However, Is 'aunatin Aziza's study is different from this study which is the scope and limitations of the study. The scope and limitations of this study is the application of English IGCSE Cambridge curriculum check point as English second language, while the scope and limitation of Is 'aunatin Aziza is Implementasi Kurikulum Internasional. In addition, Is 'aunatin Aziza's subject is the administration of the curriculum while the researcher focuses on the English teacher.
- 2) In 2012, *Dinda Nur Elisa* from UIN Sunan Ampel Surabaya conducted a research on *Implementasi Kurikulum SMA Berbasis Asrama* (*Program Islamic Boarding School*) di SMA Al-Mutazam Mojokerto. The school curriculum concept grounded is the continuance developing curriculum model that to gather the excess a complex boarding house school. On the other hand, Dinda Nur Elisa's study is different from this study which is the scope and limitations of the study. The scope and limitations of this study is the application of English IGCSE Cambridge curriculum check point as English second language, while

- the scope and limitation of Dinda Nur Elisa is Implementasi Kurikulum SMA Berbasis Asrama.
- 3) In 2011, Muhammad Ali from University of Canterbury New Zealand conducted a research on Teachers' and students' perspectives on English language assessment in the secondary English Language Teaching (ELT) curriculum in Bangladesh. The qualitative study aims to address the current understanding of English language assessment of both the teachers and students in the secondary schools in Bangladesh. Moreover, Muhammad Ali's study is different from this study which is the scope and limitations of the study. The scope and limitations of this study is the application of English IGCSE Cambridge curriculum check point as English second language, while the scope and limitation of Muhammad Ali is Teachers' and students' perspectives on English language assessment in the secondary English Language Teaching (ELT) curriculum in Bangladesh.
- 4) In August 2005, *Lynette Daphne Vey* form University of Canberra conducted a research on *Enhancing the Relationship between Learning and Assessment*. The research an investigation of the relationship assessment in learning and education, and specifically, in the context of Australian secondary students studying English. The purpose of this research is to contribute to change in the way assessment of learning is conducted in view of the shift of educational values from content based towards a more goal-orientated process. Furthermore, Lynette Daphne Vey conducted study dealing with enhancing the

- relationship between learning and assessment. They examined the reliability of the learning and assessment. Meanwhile this study examines the application of English IGCSE Cambridge curriculum check point and the challenges of the English IGCSE Cambridge curriculum check point in the learning process.
- 5) In Desember 2007, *David L. Wood* from University of Missouri-Columbia conducted a research on *Assessment for Learning: Connecting Students to Their Learning*. The project used an action research model to study how elementary classroom teachers used assessment for learning strategies to help their students more directly connect to curriculum goals and objectives. Different from David L. Wood's research which the scope and limitation was assessment for learning: Connecting Students to their Learning, in this study, the researcher' scope and limitation is English Cambridge curriculum formative assessment at SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113. The subject is also different. David L. Wood conducted the study to identify the ability of elementary classroom teachers in used assessment directly connect to curriculum goals and objectives, while this study is conducted to identify the challenges English teacher of SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113.
- 6) In 2015, M. Khusnaini from the State Islamic University of Sunan Ampel Surabaya conducted a research on A Study on English Teachers' Assessment Rubric Development in International Class at SMP Muhammadiyah 5 Surabaya. She asserted designing rubric assessment based on learning aims is

one of the processes that should be done so that the teachers can measure the students' achievement and progress. While the difference is the study focuses on the English teacher's assessment rubric development in International Class at SMP Muhammadiyah 5 Surabaya. In this research focus on the application of English IGCSE Cambridge curriculum check point at SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113.

In conclusion, this study examined the application of Cambridge IGCSE English language check point and the challenges in learning process. The subject of this study was English teachers of SMA Darul Ulum 2 Unggulan BPP-P Jombang CIS ID 113.