

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

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 2.4

The setting outs of skill in Cambridge IGCSE as Second Language

Skill	What the skill means	What you need to be able to do
Reading	<ul style="list-style-type: none"> - Student can read a variety of pieces of writing (texts) - Student can understand of the main meaning (gist) - Student can understand more exact details and information 	<ul style="list-style-type: none"> - Understand a range of written information - Understand facts, ideas and opinions - Select, evaluate and organize information in a logical manner
Writing	<ul style="list-style-type: none"> - Student can write short phrases as answers to questions - Student can write short notes - Student can build sentences into paragraphs - Student can write longer articles, letters, and summarize 	<ul style="list-style-type: none"> - Communicate information - Show organization of facts, ideas, and opinions - Describe situations and events - Give personal information - Write in a suitable register (formal/informal) - Use a range of grammar and vocabulary accurately - Use appropriate punctuation
Listening	<ul style="list-style-type: none"> - Student can understand speaking in a range of contexts - Student can recognize different ways that people speak and their feelings and moods 	<ul style="list-style-type: none"> - Understand specific facts from announcements, conversations, and interviews - Recognize ideas, opinions, speaker's attitude - Take notes while listening - Select and organize detail, and evaluate relevance in the listening context
Speaking	<ul style="list-style-type: none"> - Student can talk and survive in a variety of situations - Student can start and develop a conversation on an interesting topic - Student can agree, disagree, and give their opinion 	<ul style="list-style-type: none"> - Conduct a sustained conversation on familiar topics - Respond to questions in areas of professional experience and communicate information when required - Express student's feeling and opinions - Communicate clearly and with accuracy

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.

Table 2.6

The syllabus content of Cambridge IGCSE as Second Language

Assessment objective 1: Reading	
Core	Extended
<ul style="list-style-type: none"> - Understand simple texts, e.g. public notices and signs (including timetables and advertisements) - Identify and retrieve some facts from simple texts, e.g. to complete a form - 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 - Recognise some ideas, opinions and attitudes in a range of texts - Begin to understand what is implied but not actually written, e.g. gist, purpose and intention 	<ul style="list-style-type: none"> - 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
Assessment objective 2: Writing	
Core	Extended

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 (<i>linked to Exercise 4</i>)	Summary	-	5	5
Exercise 6	Writing	-	13	13
Exercise 7	Writing	-	13	13
		35	35	70

Table 2.8

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

Exercise 1	
<i>Assessment objective</i>	R1, R2
<i>Task</i>	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.
<i>Text type</i>	One of the following: advertisement, brochure, leaflet, guide, report, manual, instructions.
<i>Total marks</i>	7

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

Table 2.10

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

Exercise 1	
<i>Assessment objective</i>	R1, R2
<i>Task</i>	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.
<i>Text type</i>	One of the following: advertisement, brochure, leaflet, guide, report, manual, instructions.
<i>Total marks</i>	9
Exercise 2	
<i>Assessment objective</i>	R1, R2, R4
<i>Task</i>	Reading exercise. Candidates read a text and answer a series of questions testing more detailed comprehension.
<i>Text type</i>	Either a report or a newspaper/magazine article, which incorporates a graphical element.
<i>Total marks</i>	15
Exercise 3	
<i>Assessment objectives</i>	R1, R2, W1, W5
<i>Task</i>	Information transfer. Candidates complete a form or notes using information provided on the question paper.
<i>Total marks</i>	8
Exercise 4	
<i>Assessment objectives</i>	R1, R2, R3
<i>Task</i>	Note-making. Candidates make brief notes (under a supplied heading or headings) relating to a text printed in the question paper.
<i>Total marks</i>	9

- 1) 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

