CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher would like to present and examined the data which have been collected during the research. The first data was concerning on the development of the assessment rubric. The second data was the use of the assessment rubrics in learning process. The first data was obtained to answer the first research question, while the second data was examined to get the answer of the second research question. The researcher obtained all of the data through interview and documentation study.

A. Research Finding

1. The Application of Cambridge IGCSE English Language Check Point

In this research, data of the application of Cambridge IGCSE English Language Check Point was examined to answer the first research question. There were some indicators set up by the researcher in order to answer the first research question. The data was collected through interview technique and documentation study. For the interview technique, the researcher created an interview guide that consists of some indicators.¹In this research, data of the application of Cambridge English check point was examined to answer the first research question.

Meanwhile, there was one indicator examined through documentation study. The documentation study was used to identify the application Cambridge English check point applied by English teachers of SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113. The data from interview technique would be presented first. Here, the researcher interviewed four research subjects who taught English in the Cambridge International Examination IGCSE English as Second language Check Point.

In this study, the data interpreted based on the observation and interview to recognize the research question and to describe some phenomenon as application and challenge of Cambridge IGCSE English Language Check Point. The comprehension of Teacher Q1 and Teacher Q2 about the Cambridge English check point was good, but the way teachers define check point was not clear. The questions were about the definition of check point and its criterion.

According to Teacher Q1, Cambridge English check point was described as a feedback which form as daily test appropriate with basic competition and indicator to prepare student readiness in the final test (summative assessment).While Teacher Q2 defined Cambridge English check point was as

¹ The interview was conducted on Sunday, June 7th 2015 at 11 PM at SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113.

characteristics or indicators to know the achievement level of students. The evidence of Cambridge English check point was interpreted in relation to the progress of a student towards the goals of particular section of task. The interpretation was what to do to help further learning and not what level or grade the student has reached.

The interpretation teacher Q1 and teacher Q2 about Cambridge English check point purpose covered common criteria for success which need to be applied and measured achievement as summarized terms of level. Furthermore, the criteria for success focuses on how the teacher identifies for particular lesson and communication to the students. They suggested that when student comprehend what teacher learnt, they were better prepared to engage the learning material. The learning material of English in this terms was covered in four skill of English. They were listening, writing, reading, and speaking increasingly grammatical which had a different criterion as well. The criterions were based on the level of English which organized in the assessment rubric.

Teacher Q3 took the argument of David and Debra that feedback was information about how the student's present state of the learning and performance that relates to the goals and standards. ² It means the feedback monitored student' engagement in learning activity and assessment to progress toward goals. In this research, Teacher Q3 argue in more detailed description, Cambridge English check

²David J. Nicol and Debra Macfarlane-Dick, "Formative Assessment and Self-Regulated Learning: A Model and Seven Principles of Good Feedback Practice," *Studies in Higher Education* 31 (2) (2006): 2.

point was described to assess in terms achievement report of student during learning process. The assessing provided in how student performance in the four basic skill of English that the Cambridge English check point was possible to identify some principles of good feedback practice. The feedback was critically important for student learning.

Being given question about Cambridge English check point and the key strategies to success the assessment, Teacher Q4 provides Cambridge English check point was as a current evaluation to measure student' performance in comprehending the learning material. This method could measure student comprehend about the material and how the students developed its being their own comprehend. Moreover, she cited Paul Black and Dylan William statue that Cambridge English check point could be conceptualized as consisting of five key strategies. ³ The strategies deal into five key that indicating feedback could therefore be seen as enacting the five types of leaning activity. The five key strategies were:

- a. Clarifying and sharing learning intensions and criteria for success
- b. Engineering effective classroom discussion and other learning tasks that elicit evidence of student comprehending
- c. Providing feedback that moves learners forward
- d. Activating students as instructional resources for one another

³Paul Black & Dylan Wiliam, "Developing the Theory of Formative Assessment," *Educational Assessment, Evaluation and Accountability* 1 (1) (2009): 5–31.

e. Activating students as the owners of their own learning

The five key strategies was used to the teacher Q4 to evaluate a success of assessing student which were clearly identified and communicated to students. She completed the argument with a term which the application strategies assessing student was based on the task that in Cambridge English check point was the standard of basis competition and indicators.⁴ It means that measuring the basis competition and indicators helped teachers to develop the evaluation process in mutual accord with the aims of the Cambridge English check point. This terms task application of Cambridge English check point was how the student practice and introduce the material in the end of learning with four basis skill. Reading, writing, speaking, and listening were basic communication skills necessary for effective communication in any environment, particularly in the learning process.

The application of Cambridge English check point has been set up by the Cambridge International Examination (CIE) as the partner of Cambridge IGSE (Cambridge International General Certificate of Secondary Education) in the department of Cambridge University. The application separated in basis four skill of English which match the indicators, rubric, and assessment. The teachers of Cambridge IGCSE English Language Check Point tended to use Cambridge book in the learning material and rubric assessment. Teacher need to use a range of tasks

⁴ The interview was conducted on Sunday, June 7th 2015 at 11 PM at SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113.

and activities to collect relevant evidence of work products of student comprehend the learning material.

Cambridge IGCSE helped to improve student's performance. The students advanced not only the knowledge and understanding that also be better skills in creative thinking and analysis problem solving. In this school, SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113, the Cambridge IGCSE was as a second language. The Cambridge English check point was accepted as proof of ability to understand and communicate in English. By using the information books of Cambridge, students built world knowledge that have appropriate with the meta-cognitively learning. The students' acquisition of world knowledge supported by establishing and maintaining a rich, literate environment, historical, science, language, and culture that provided students to learn the content by means of teachers improvement in learning.

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. The teacher/examiner usually be someone from the Centre's English Language d epartment, but could be someone local from outside the Centre. Before this period centers received materials for the test. Teachers or examiners must sufficient time to familiarize themselves with the materials and procedures. After the tests the centers send back material for external moderation before the advertised deadline. Students of Cambridge IGCSE English Language Check Point, called as a candidate, assessed with Cambridge IGCSE examination. SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113 applied Cambridge IGCSE as a second language examination which the examination has two level (core tier and extended tier) that took by the candidates. In the exam, students probably took three parts or section that were Reading and Writing question paper, Listening question paper, and Speaking test. The researcher just described the first question paper, Reading and Writing question paper which was extended level of Cambridge IGCSE English language check point.

Reading and Writing question paper in extended level of Cambridge IGCSE English language check point allocated into one paper which was Paper 2 Extended level. The examination was set up to two hours test and would be graded ninety marks points. The paper 2 contained seven points exercise. The exercise allocated to exercise 1, exercise 2, and exercise 4 for Reading test. Exercise 3 and exercise 5 applied Reading and Writing combined test. Exercise 6 and exercise 7 was for writing test. The total marks applied in this Paper 2 extended level were 70 % which the 30 % applied in Listening question paper (Paper 4 extended level). The examination of extended level of Cambridge IGCSE English language check point was eligible for grades A* to E.

The paper 2 (Reading and Writing question paper) in exercise 1 examined the variety of writing pieces texts such as advertisement, brochure, leaflet, guide, report, manual, and instructions. In the examination applied in 16

May 2015 the paper was report about whale wildlife safari. The students asked to answer a series of questioning testing skim/gist reading skill. They were also asked to write short (single word/phrase) answers. In exercise 2, the students read a text and answer a series of question testing more detailed information about either report or a newspaper/magazine article. The exercise incorporated a graphical element which in the examination was an article about a visit to the underworld. In exercise 3, one of Reading and Writing combined test, students encountered an information transfer about Gabrielle Sierra. The students asked to complete a form or notes using the information provided. Furthermore, exercise 4 was the last reading paper test in this examined which asked the students to make a brief notes relating to a text about kite surfing.

Exercise 5 which was linked with exercise 4, the students asked to write summary about kite surfing that approximately 100-120 words. In exercise 6 the students asked to write response short stimulus approximately about 150-200 words of continuous prose. The question was information on the purpose about dolphin. And exercise 6 the students asked to write response short stimulus approximately about 150-200 words of continuous prose. The question was information on the purpose about family routine which different from exercise 6.

In the Cambridge IGCSE as second language has two option to take the examination. In the option 1, the students took two paper (reading and writing paper, and listening paper) which combining the paper would make up student's grade. The teachers assessed student' skill toward the end of IGCSE course. They also discussed with the student and student' close relative which paper and level of examination (Core or Extended) should be taken. The assessment syllabus presented with the criterion. The syllabus consisted of the components, in others word called Paper, marks, allocation time, and materials. These syllabus were examined in the June examination series and in the November examination series.

The examination of Cambridge IGCSE English language check point as second language was begin at 7 PM at SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113. The examination was followed by the tenth class of the school. There were 374 students or candidates which divided into 13 class. Student as a candidate of Cambridge IGCSE as Second language should be provided with ongoing feedback in the Cambridge International Examination (CIE). Cambridge IGCSE English as Second Language check point was the best way to approach and develop the student's English skill. The examination helped them develop ideas and understanding of the material. They held an examination in two time a years that is Mei or June and October or November. The examination assessed how the student pervade the material and what material they do not pass yet. The student learning improves when students were provided with descriptive feedback which was connected the aims of learning ongoing during class discussion. The examination of Cambridge IGCSE English language check point at the school was extended level in all paper test. The Cambridge International Centers (CIC) may device other appropriate tasks which helped candidates demonstrate the skills outlined in the speaking assessment criteria grid. The candidates also could complete these tasks at any time during the year before the main examination series to suit the center. Cambridge might accredit a teacher/examiner on the basis of prior experience of conducting similar tests, the teacher/examiner must write to Cambridge for permission, enclosing a curriculum vitae (CV) detailing relevant experience. Centers with 30 or fewer candidates should normally just use one examiner which each Centre selects its own examiner. This was normally a teacher within the English Language department, but could be someone local from outside the Centre.

The application of Cambridge International Examination (CIE) in Cambridge IGCSE English Language check point above practiced at the school. The applications were in Cambridge IGCSE as Second Language and Cambridge AS/A Level. Cambridge IGCSE English Language check point concluded once a weeks in the learning process. The examination form of Cambridge IGCSE English Language check point was a preparation for the final assessment in the end of semester which intensively build a feedback between student and teacher. Furthermore, Cambridge IGCSE English Language check point concluded seventh times as the component of examination in the syllabus. One component in the syllabus is for one day test included the intensively feedback of the examiners/teachers.

Three trainer legitimated from Cambridge International Examination (CIE) of Cambridge University, as called Examiner, in Cambridge English as Second Language. As a consequence of the qualification possessed, they are:

- a) Mr. Afifa Syamsun Zulfikar : Examiner of ESL
 Master of Science of Leadership and Management in Education at Sheffield
 Hallam University, United Kingdom
- b) Mrs. Uswatun Qoyyimah : Examiner of ESL Master of Education at Flinders University, South Australia

c) Muhammad Izzul Haq : Examiner ESL

Master of Science, Social Policy and Development at University of London, United Kingdom

The Cambridge International Examination concluded as one requirement of school graduation that can be followed once during studied in the school. The SMA Darul Ulum 2 Unggulan BPP-T Jombang as the Cambridge International Center which succeed as the organizer examination of Cambridge certification for senior and junior high school student from others school which poverty to conclude the International Examination. On Friday, 15 May 2015 which was the day before of Cambridge IGSCE English language check point, SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113 got a visiting Mr. Nigel Copage from Cambridge University which give inspection concerned the application of Examination of Cambridge certification on period May/June 2015. He checked whole activity and the coloration with Examination application such as exam rooms, the security of confidential exam materials, rolling door, key time and alarm. He argued that:

"The Examination Officer is very experienced and demonstrated a very good working knowledge of Key Times. All the procedures are described for organizing and conducting examinations satisfy CIE requirements. The Centre is doing an excellent job."

More than fifty years, the certificate of Cambridge International Examination may be used to enroll at college or university in the whole world which have cooperated with Cambridge University. One of them is Harvard University that a candidates who want to study in there should have legitimated with A / B in Cambridge A Level.

2. The Challenges of Cambridge IGCSE English Language Check Point

Cambridge IGCSE English Language Check Point (Secondary 2 Level) was a process used by students and teachers during instruction that provides feedback to adjust ongoing teaching and learning process. The process improve students' achievement of intended instructional outcomes. The examination of Cambridge English check point in IGCSE level (Secondary 2 Level) critical important to provide students opportunity. The opportunities reviewed and provided feedback which was beneficial to think meta-cognitively about their learning.⁵ Thus, students could prejudice the aims of learning and what outcomes they would. This was the challenges for teacher to make clear and concise the instructions material. Teacher would make extra effort how to deliver effective instruction and how the teacher comprehend students' thought.

Teacher also prosecuted to analyze the student' potential that measure teacher ability to correct and increase the development outcomes. The challenges was the way teachers describe English as Second Language which more than the mothers' language, Indonesia. The Cambridge IGCSE English Language Check Point was deeply different with the English learning normally which was familiar for the students. The material in Cambridge English language was challenged in critical thinking and deep understanding. In this point, teacher would be measured to give a communication actively and think deeply about the material. The teachers' feedback reports how a student has performed in relation to the Cambridge IGCSE English Language Check Point, their learning group, the whole school and against all students who have taken tests in that series around the world. It's the way how to increase the student understanding which received a statement of achievement and a diagnostic feedback report. This was the challenges for the teachers to have many

⁵ The interview was conducted on Sunday, June 7th 2015 at 12 PM at SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113.

resources to support teaching and learning process. The others challenges named that English as Second language was a foreigner language that invested to the student in SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113. The last challenges complicated the students' mastery in communication which the tongue or mother language was Indonesia.

B. Discussion

1. The Application of Cambridge IGCSE English Language Check Point

In this section, the researcher serve the discussion of the analysis result dealing with the criterion of Cambridge IGCSE English language check point, the application to assess students' performance, and the challenges apply the Cambridge IGCSE English Language Check Point at SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113.

In this research, the application of English teacher of the school about Cambridge IGCSE English Language Check Point was good enough. They argued it used to measure students' performance and give feedback between students and teachers. The description deal with D. Royce Sadler disagreement that feedback was concerned how the judgments about students' responses in a performance, pieces, or work quality could be used to figure and improve the students' competence. The Check Point in this terms means a feedback which was its key element to define how successfully the teacher has learned their student. Teachers measured the feedback to make decision with respect to readiness, diagnosis, and remediation. And for the students, they used to measure the strengths and weakness of performance. In the terms, teacher Q1 also stated the feedback was a daily test with basic competition and indicator to prepare student readiness in the final examination. In addition, Teacher Q2 served the interpretation of formative key elements (feedback) was what to do helped students' further learning which not what level they had reached. The statement was in line with the statement of D. Royce Sadler. The statement was dealing with the quality of students' performance that can be recognized and reinforced, and unsatisfactory aspects modified or improved. He argued that "In assessing the quality of students' performance, the teachers must possess a concept of quality appropriate to the task, and be able to judge the students' work in relation to that concept".

Furthermore, teacher Q3 stated that giving a feedback provided in how students' performance in four basic skill of English. The terms was emphasized by David J. Nicol and Debra Macfarlane-Dick's statement that feedback was how students' perform state of learning that relates the goals and standard of four basic skill. It means that the condition for improvement monitored continuously to hold a skill production. The statement also was stated by teacher Q4 that measured the basic competition and indicators was how the students practice and introduce the material in the examination with the four basis skill necessary for effective communication in any environment, particularly in the learning process.

The application of Cambridge IGCSE English Language Check Point practiced may vary learning process which teacher may not ask students to reflect on their own learning. The statement is lined with Caroline Wylie and Christine Lyon argument. The argument stated "At the heart of the definition of feedback is the idea that a teacher uses evidence of student learning to inform instruction". It means the teachers was specifically used evidence of current students learning to measure instructional decision about what improvement do for the student in the future learning.

SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113 applied the Cambridge English as second language in the national learning process of English. The criterion applied to answer the external challenges of educational development needed in used national curriculum. The application matched the indicators, rubric, and assessment of Cambridge IGCSE English language check point. The application improved students' skill and knowledge for metacognitively learning. Cambridge English language IGCSE, in this term check point, supplied some tips to eliminate the examination in each component. The tips was general advice which based on the common mistake the learners make in examinations. Applied the Cambridge IGCSE English Language Check Point measured how the students pervade the material and what material the students do not pass yet as Cambridge International Examination candidates. The terms represented the internal challenges of educational development needed especially in English learning.

2. The Challenges of Cambridge IGCSE English Language Check Point

Cambridge IGCSE English Language Check Point at this school had the two part of challenges. The first was external challenges as the educational development standard in international which most of the system adopted of Cambridge. SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS (Cambridge International School) ID 113 adopted the application include the criterion of Cambridge IGCSE English Language Check Point (the system learning, rubric, assessment) applied which not leave to adapt the educational standard of national curriculum. The second was internal challenges as teacher's effort to improve resources which support teaching and learning process. Teacher in Indonesia were faced new teaching methods integrated in the international curriculum, the teacher fell worry and even difficult to understand which would further influence the practical application⁶. It means the teachers in Indonesia thought that the dissemination of standardized schools were not prepared applying the problem. And Rustandi also argued the international standardized school were obliged to apply new learning environment challenged to educators its fabulous name international standardized.

⁶ Andi Rustandi, "MEANING NEGOTIATION BETWEEN TEACHERS AND STUDENTS IN A FLEDGLING INTERNATIONAL STANDARDIZED SCHOOL," *International Journal of English and Education* 02, no. 03 (July 2013): 539.

The Cambridge English was the way to access global education as international students' partner of Cambridge International Examination (CIE). The Cambridge English related with the universities in some countries as the advance education. The relationship written in a cooperation educational program to reduce the internal and external challenges in country which applied Cambridge such as Indonesia. The internal challenges applied as the standard comprehending learning as International students. The external challenges applied as the educational quality as the development needed. Both of the challenges fulfilled in the application of Cambridge English.