

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 department, 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

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 meta-cognitively 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.

