### **CHAPTER V**

### **CONSLUSION AND SUGGESTION**

This chapter presented the conclusion and suggestion of the research. The researcher would like to conclude the result of the research which was broke down into two sub-research questions. They were the application of Cambridge IGCSE English Language Check Point applied to assess students' performance and the challenges of Cambridge IGCSE English Language Check Point.

## A. Conclusion

In this section, the researcher gives conclusion based on the data analysis presented in the previous chapter. The conclusion of this research result could be determined as follow:

# 1. The Application of Cambridge IGCSE English Language Check Point

The application of Cambridge IGCSE English Language Check Point was set up by the Cambridge International Examination (CIE), as the partner of Cambridge IGCSE (Cambridge International General Certificate of Secondary Education) in the department of Cambridge University. The application separated in basis four skill of English which matched the indicators, rubric, and assessment. Cambridge IGCSE helped to improve student's performance by encouraged learner-centered and enquiry based approach learning. It means students advanced not only the knowledge and understanding that also be better skills in creative thinking and analysis the problem solving. SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113 adopted the Cambridge learning system which not leaved to adapt the learning system of national education.

Cambridge IGCSE English Language Check Point was applied twice a years which May or June and October or November. There were seven component in the examination provided with descriptive feedback which was connected the aims of learning ongoing during class discussion. The component included the four basic skill in English which is allocated into two option examination (Core and Extended). The application of Cambridge International Examination (CIE) in Cambridge IGCSE English practiced at the school. The applications were in Cambridge IGCSE as Second Language and Cambridge AS/A Level. Cambridge IGCSE English Language concluded once a weeks in the learning process. The Certification of Cambridge IGCSE English Language Check Point (examination) concluded two times which was in middle examination of semester and the final examination of semester.

The examination of Cambridge IGCSE English language check point as second language was begin at 7 PM at the school. The examination was followed by the tenth class of SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113. 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).

## 2. The Challenges of Cambridge IGCSE English Language Check Point

The challenges of application Cambridge IGCSE English was improved students' achievement of intended instructional outcomes. The examination provide critical important to increase students' performance in learning. This was the challenges for teacher to make clear and concise the instructions material. Teacher would make extra effort how to deliver an effective instruction and how the teacher comprehend students' thought. The others challenges named that English as Second language was a foreigner language that invested to the student of SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113. 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.

#### **B.** Suggestions

After the analysis of the application of Cambridge IGCSE English Language Check Point at SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113 had done. The suggestion addressed to the English teachers themselves, the reader, and the next researchers who probably wanted to continue the research study. 1. For teachers

This research study applied the characteristics in Cambridge IGCSE English language check point that increase the learning quality. The teacher could apply an imitation to evolve learning process especially in English as second language acquisition. They can evolved the learning guide for student' potential supported as well. And they also could understand deeply the students' potential for each students was unique within has special characteristic. As a final point, the students' comprehension and competence could growth continuity merging the learning models. By the applying and changing the method, teacher could adopt Cambridge IGCSE English language to guide the understanding of student.

2. For Students

Based on object of the research, students should explored good idea with more resources in the Cambridge English language pack book to be the best revenue in educational process. They could be responsible toward improving their English skill in the pack book and linked to Cambridge English language as basis skill to understand the other subject learning. By improved basis skill, they also could exposure understanding about the learning in self-perspective and extend to challenges English as Second language acquisition. Furthermore, the challenges, external and internal challenges, in educational of Indonesia could be solved especially the students of SMA Darul Ulum 2 Unggulan BPP-T Jombang CIS ID 113 as sequential international students.

3. For Future Researchers

The researcher could 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 to applied those curriculums in the Cambridge IGCSE English language based-summative assessment and the Cambridge IGCSE English language based-formative assessment to support learning evaluation method suggested in the next researchers focus. The criterion and challenges of combining both of assessment could be specifically for the next research focus.