CHAPTER II
REVIEW OF RELATED LITERATURE

To create a literature review namely, theoretical review and conceptual framework, this research conducts a chapter to illustrate the fundamental principles to research. Hence, the research focuses on some following subchapters and conceptual framework, then this chapter consists of some knowledge criteria of assessments and problem-solving ideas of the students’ English assessment. It focuses on description of theoretical and conceptual framework.

2.1 Theoretical Framework
2.1.1 Introduction to Theory of English Assessment in 2013 Curriculum

The 2013 has the chapter 17 of Education Affairs Minister Effendy in BSNP (2018, p.12) stated that the NE result are used as basis for these variable: 1) mapping the quality of programs and education units; 2) selection considerations entered next education level; 3) guidance and assistance to the education unit as effort to improve education quality. That NE is a kind of summative assessment that a crucial matter in educational life. Hence, it is observed as the English assessment in 2013 Curriculum development. Then, the assessment itself has its branches functions.

Here are the assessment’s definition of assessment is “a systematic approach for collecting information on student learning or performance, usually based on various sources of evidence.”(O’Malley and Pierce, 1996, p. 237). For information, it is from old quotation because O’Malley is an expert in assessment English Language Learning (ELL) world. In line with O’Malley and Pierce then according to Brown (2004, p.4) assessment is “whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student’s performance.” In addition, Richards and Schmidt (2010, p. 35-36) stated that

a systematic approach to collecting information and making inferences about the ability of a student or the quality or success of a teaching course on the basis of various sources of evidence. Assessment may be done by test, interview, questionnaire, observation, etc. The term "testing" is often associated with large-scale standardized tests, whereas the term
"assessment" is used in a much wider sense to mean a variety of approaches in testing and assessment.

Therefore, the researcher took granted to carry out a conclusion of assessment that “gathering and integrating data to make educational evaluations.” Johnson and Christensen (2012, p. 581). In brief, the assessment summary from the defined assessment definition is a systematic approach to know progress of the students’ evaluation. Then, this research applies a basic research of analysis honesty specific of formative assessment in order to fulfill the MCML prerequisite to achieve the next grade levels.

2.1.2 Assessment Criteria and Assessment Orientation

In this case, the researcher provides any criteria and any benefit to know the assessment itself. Assessment criteria are “the features of a student's performance on an activity which will be used as the basis for judging a student's performance. For example in assessing a student's writing, assessment criteria. might include grammatical accuracy, punctuation, and organization of ideas.” (Richards and Schmidt, 2010, p.36), then the criteria can solve problem in the next part of life.

Furthermore, the researcher presents a formative assessment as the crucial assessment to the term of analysis here. That is, whatever beneficial formative assessment as an orientation which has criterion for analyzing avoidable score mark-up. In addition, the formative assessment is close to summative assessment when readers read in many language teaching issues. In line with those, Harlen (2007, p. 119) states that “assessment of learning is summative assessment.” That has how to the summative assessment; and assessment of learning included to formative for learning (Harlen, 2007, p.123).” Now, the researcher gives several key components of formative assessment, as the following are that it:

1) “Feedback to the students that provides advice on how to improve or move forward, and avoids making comparisons with other students.”
2) “Students understanding the goals of their work and having a grasp of what is good quality work.”
3) “Student being involved in self-assessment so that they take part in identifying what they need to do to improve or move forward.”
4) “Students engaged in expressing and communicating their understanding and skills, initiated by teachers’ open and person-centred questions.”
5) “Dialog between teacher and students that encourages reflection on their learning.”
6) “Teachers using information about on-going learning to adjust teaching so that all students have opportunity to learn.”

In addition, assessment for learning or formative assessment is “Six categories various conceptions of assessment for learning in his argument are as follows: (a) it means monitoring students’ performance against targets or objectives; (b) it means using assessment to inform next steps in teaching and learning; (c) it means teachers giving feedback for improvement; (d) it means learning about children’s learning; (e) it means children taking some control of their own learning and assessment; (f) it means turning assessment into a learning event.” (Hargreaves, 2005 cited in Marsh, 2009, p.75). Then, there are some characteristics of assessment for learning and assessment of learning. Firstly the researcher provides some key characteristics of formative assessment (Harlen, 2007, p.121) as follow that it:

1) “can only be conducted by teachers, in collaboration with students, since they can gather information from on-going activities;”
2) “is an integral and continuous part of teaching; it is cyclical, with each decision building on earlier ones;”
3) “relates to the achievement of specific goals from one lesson or a series of lessons;”
4) “leads to action that supports further learning;”
5) “relates to learning goals of all kinds;”
6) “involves students in assessing their work and deciding their next steps;”
7) “is not a measurement; it does not lead to grades or levels.”

Secondly, the researcher needs to list the key characteristic of summative assessments as the comparison to formative assessment. The differentiation between them can explain why the researcher consider to focus on the formative, but she provides the summative assessment as a theory to conduct this research. Here are some keys characteristics of summative assessment are quoted (Harlen, 2007, p.123) that it is as follows:

1) “may be based on teachers’ judgements or external test, or a combination of these;”
2) “is not a cycle taking place as a regular part of learning, but only at times when achievement is to be reported;”
3) “relates to the achievement of broad goals expressed in general terms;”
4) “provides results expressed in terms of publicly available criteria for grades or levels;”
5) “judges all students by the same criteria;”
6) “requires some measures to assure reliability;”
7) “may, in some circumstances, provide opportunities for student self-assessment.”

Based on the some key characteristics, the researcher can research that formative assessment is like the Midterm Exam in the school as Penilaian Tengah Semester (PTS); summative assessment usually collaborates to formative assessment.

2.1.3 Assessment Based on Time of Holding

This subchapter has separated into some as follows: (a) Formative; (b) Sub-Summative; (c) Summative Assessment. According to Harlen (2007, p.15) formative assessment is “matter which is carried out in order to help learning.” and summative assessment is paraphrased as assessment that useful to measure the report of students’ learning in each semester of the schools. (Harlen, 2007, p. 16).

Embodied, formative assessment according to O’Malley and Pierce stated that formative assessment is ongoing diagnostic assessment providing information to guide instruction. (O’Malley and Pierce, 1996, p.238). O’Malley and Pierce (1996, p.240) argue that summative assessment is “culminating assessment for a unit, grade level, or course of study providing a status report on mastery or degree of proficiency according to identified learning outcomes. Thus, the researcher can try to summary the definition of formative assessment and summative assessment.

Further, according to Brown (2004, p.6) formative assessment is “evaluating students in the process of ‘forming’ their competencies and skills with the goal of helping them to continue that growth process.” Then summative assessment has aimed to follow Brown (2004, p.6) to measure, or summarize, what a student has grasped, and typically occurs at the end of a course or unit of instruction.”

Moreover, sub-summative Assessment according to Hermayawati (2016) stated that Arikunto (2012, p.313) implied that sub summative is a test as “sub-summative is an assessment held in the middle of semester.” Based on the
impl
[121x746]ication, other name of subsummative is illuminative assessment (Richard,

In this framework, the researcher does not research the aforemention
assessments. She only understands what aforesaid assessments differences. Time
holding of the assessments are crucial things to the learning and studying process.
Therefore the researcher can summarize that formative assessment is an
assessment which obtain new information of students’ learning. The summary is
like this: formative assessment is a process of assessment to guide instruction, then
subsumative assessment is assessment which is used to assess the students’
learning comprehension. Then summative assessment is to evaluate whole the
materials given to the students.

2.1.4 Assessment Based on The Method of Scoring

Here are assessment based on method of scoring i.e. authentic assessment/
portfolio and conventional assessment. The authentic assessment usually called
as portfolio according to Hermayawati (2016), then its has been changed from the
conventional assessment. Because the conventional assessment has explanation as
according to Koh & Luke (2009, p.3) below

Conventional assessment of student achievement historically has focused
on the reproduction of factual and procedural knowledge from students
(Moss, Girard, and Haniford, 2006). The items on such assessments
typically measure recall of discrete facts, retrieval of given information,
and application of routine computational formulas or procedures
(Newman, Lopez and Bryk, 1998). But while ‘snapshot’ conventional
assessment results give a partial picture of students’ performance at a
given moment (Rochex 2006), they have increasingly been enlisted for
high-stakes purposes, from the ranking of students and cohorts to
judgments about teachers’ professional capacity and performance, overall
school and system efficacy (Nichols, Berliner and Glass 2006).

Also, authentic assessment is like assessment which provides in the
teaching and learning process into real life. That statement in line with Tamim
who said that authentic assessment is “Process of gathering and discussing
information … in order to develop a deep understanding of what students know,
understand, and can do with their knowledge as a result of their educational
experiences” (Tamim and Grant, 2013, p.2). The researcher matches the aforesaid
explanation of the aforemention experts because they can say ‘as result of their educational experiences.’ That means experience result for outside the classroom. In order word, outside the academy setting or real life.

2.1.5 Assessment Based on Its Purpose

Assessment is a similar thing like the other things that have purposes. Therefore, there are assessment based on its purpose in general such as: (1) Criterion-Reference Test; (2) Norm-Reference Test. Then, according to Brown (2004, p.7) criterion-reference test is “designed to give test-takers feedback, usually in the form of grades, on specific course or lesson objectives.”

On the other hand, the norm-referenced test is “each test taker’s score is interpreted in relation to a mean (average score), median (middle score), standard deviation (extent of variance in scores), and/or percentile rank.” (Brown, 2004, p.7). Those assessments always useful to assess the student standardized materials and students’ comprehension. Therefore, the chapter IV discuss about the reasons and implementations of both the assessments.

2.1.6 Assessment Based on Its Form

Assessment has form as usually teachers can find in the field work (milieu) i.e. subjective/ essay, objective/multiple choices, completion, test bank, computational, matching, and true-false. The researcher gets information from her advisor of undergraduate thesis Hermayawati (2016) that teacher should classify the assessment as the teacher usually do as a form of test, albeit the test has differenciation to the form of assessment.

This undergraduate thesis writes them according to Weimer (2015) in her blog, the researcher adopted from her blog that there are advantages and disadvantages to consider assessments based on its forms, then the rearcher adds further explanation from staff of University Waterloo, with such as: (1) subjective/ essay; (2) objective/ multiple choices; (3) test bank.; (4) computational; (5) short-answer question ; (6) matching; (7) true-false. Each of them has advantage and disadvantages aspects of content. Here the researcher compiles disadvantages and advantages to differ forms of assessment.
Hence, she applies information of the disadvantages and advantages in a table to explore the higher knowledge of these assessment based on its form. Next, the compilation in a table hopefully ease the readers to read and remember type forms of assessment; There are the advantages and disadvantages of the assessment forms as type of assessments. In line with type of Assessment Form Adopted from Weimer and Univ. Waterloo (2015) Form of Assessments content as follow:

1) Essay Questions
   Advantages
   a) offer students an opportunity to demonstrate knowledge, skills, and abilities in a variety of ways
   b) can be used to develop student writing skills, particularly the ability to formulate arguments supported with reasoning and evidence
   Disadvantages
   a) require extensive time to grade
   b) encourage use of subjective criteria when assessing answers result in poor-quality writing

2) Multiple Choices
   Advantages
   a) quick and easy to score, by hand or electronically
   b) can be written so that they test a wide range of higher-order thinking skills
   c) can cover lots of content areas on a single exam and still be answered in a class period
   Disadvantages
   a) often test literacy skills: “if the student reads the question carefully, the answer is easy to recognize even if the student knows little about the subject” (p. 194)
   b) provide unprepared students the opportunity to guess, and with guesses that are right, they get credit for things they do not know
   c) expose students to misinformation that can influence subsequent thinking about the content
   d) take time and skill to construct (especially good questions)

3) Provide Question of Test Bank
   Advantages
   a) Save instructors the time and energy involved in writing test questions.
   b) Use the terms and methods that are used in the book.
   Disadvantages
   a) Rarely involve analysis, synthesis, application, or evaluation (cross-discipline research documents that approximately 85% of the questions in test banks test recall)
b) Limit the scope of the exam to text content; if used extensively, may lead students to conclude that the material covered in class is unimportant and irrelevant

4) Computational
   Advantages
   a) be solvable using knowledge of the key concepts and techniques from the course. Before the exam solve them yourself or get a teaching assistant to attempt the questions.
   b) indicate the mark breakdown to reinforce the expectations developed in in-class examples for the amount of detail, etc. required for the solution.
   Disadvantages
   a) Preassure to how students should report their assumptions and justify their choices.
   b) The units and degree of precision expected in the answer.

5) Short Answer Question
   Advantages
   a) quick and easy to grade
   b) quick and easy to write
   Disadvantages
   a) Encourage students to memorize terms and details, so that their understanding of the content remains superficial

6) Matching
   Advantages
   a) short responses 10-15 items on only one page
   b) clear directions
   c) logically ordered choices (chronological, alphabetical, etc.)
   Disadvantages
   a) long stems and options
   b) heterogeneous content (e.g., dates mixed with people)
   c) implausible responses

7) True or False Questions
   Advantages
   a) Quick and easy to score
   Disadvantage
   a) considered to be “one of the most unreliable forms of assessment” (p. 195)
   b) Often written so that most of the statement is true save one small, often trivial bit of information that then makes the whole statement untrue.
   c) encourage guessing, and reward for correct guesses
Unfortunately, the researcher cannot get a valid data of the form assessment clearly. That is because she only obtained some interviews data what the teachers usually carry students’ scores and carry how to avoid score mark-up. On the other hand, she could obtain some habits of gathering scores e.g. essay question and computational as in the Appendix O. Then, the appendix has its own determination to be carried in the practical teaching and can be an evaluation for the teachers to apply the forms.

In a nutshell, the researcher can attempt to analyze what the English teachers do the type of assessments based on the interview in Appendix M and Appendix O. The interviews’ content also justify in the questionnaires of six students. The needed to know the advantages and disadvantages of them are illustrations for the attempt on the daily teaching of the researcher in the appropriate time. Thus, she can provide recommendation and conclusion about what better teaching strategies and method to avoid score mark-up in the SMAN as the research setting; also she can practice in other appropriate senior high schools.

2.1.7 Evaluation Differentiation to Assessment

Definition of national standard in educator parameter based on quotation. According to Harlen (2007, p. 12) evaluation “the processes of assessment and evaluation are similar but the kinds of evidence, the purpose and the basis on which judgements are made, differ.” Therefore, Harlen recommended 2 terms of evaluation from 2 countries namely, USA and UK. The recommendation refer to something that merely same with assessment’s term. For instance, Harlen said “In some countries, including the USA, the term ‘evaluation’ is often used to refer to individual student achievement, which in other countries including the UK is decribed as ‘assessment’. In the UK ‘evaluation’ is more often used to denote the process of collecting evidence and making judgments about programmes, systems, materials, procedures and processes; ‘assessment’ refers to the process of collecting evidence and making judgements relating to outcomes, such as students’ achievement of particular goals of learning or teachers’ and others’ understanding.” (Harlen, 2007, p.12).
Reason why the evaluation must be done in process of teaching and learning, because the evaluation is to examine the effect of a program or project at significant result. It is in line with, Richards (2001, p. 288). there are two different opinions from the expert i.e. Accountability-oriented and development-oriented evaluation. The accountability-oriented evaluation “usually examines the effects of a program or project at significant end points of an educational cycle and is usually conducted for the benefit of an external audience or decision maker. Then, “development-oriented evaluation, by contrast, is designed to improve the quality of a program as it is being implemented.” (Richard, 2001, p.288).

2.1.8 Test Related to Assessment and Teaching

Method to distinguishes term evaluation and assessment here is according to Hew, Liu, Martinez, Bonk, Lee (2004, p. 243), then it is quoted like this below.

“There have been many arguments about the correct use of the term evaluation versus the term assessment. One position is that evaluation is different from assessment. Some researchers, specially in the North America, use the term evaluation to refer to studies implemented to examine and report on the strengths and weaknesses of programs, policies, organizations, and the like to improve their effectiveness (American Evaluation Association, 1999); Assessment, on the other hand, is used to refer to “the formation of value judgments to determine the significance, the importance, the value of learning and knowing”, and using “a variety of procedures to obtain information about individual’s learning” (Delandshere, 2003). Another position regards assessment as a subset of evaluation and a valuable tool in the larger evaluation activity (Rowntree, 1992; Thompson & Irele, 2003). As Thompson & Irele (2003) argued, “Assessment asks ‘How much?’ whereas evaluation asks ‘Is it good enough?’ and ‘If not, why not?’

Then, the researcher infered to look for any data that she plans to answer the research questions and the research objectives. She possibly deduces how do test, assessment, and teaching in the effective time in the classroom. Therefore, the students do not grow to be quinea pigs, but they can understand why they need to up grade their own motivation.

In the fact, the researcher unexpectedly confused by the test, assessment, and teaching when she finds not docile and lower students. Preparing herself to
face the lower students and are not docile students, she does know about good assessment that has risen in each test which always occur in the process of teaching. It has to be done in the end time effectively i.e. teaching is in the first, assessment in the middle, and test in the end of the whole teaching process to get evaluation.

Further to know more why the test is after the assessment, and then the teaching after assessment; the researcher provides a literature to illustrate the test. Test is a component that cannot separate to assessment also teaching. After that the researcher should focus on the assessment to keep her understanding about why and how possibility of score mark-up existance then she can avoid the score mark-up.

Beforehand, the researcher is a person who modifies the assessments in the circle of test, teaching, and assessment in a figure. The figure can approve the mindset of the researcher to practice it in her English classroom. The figure in the next page is an illustration to ease what the focus of this research.

![Figure 2.1 Relation between Test, Assessment, and Teaching, Adopted from Brown (2004, p.5)](image)

Teaching is in the outer circle after the assessment, then the tests. It is very crucial to research this theory to get practice in the real teaching and studying process. Thus, it is very good to know the relation what assessment, test, and
teaching relations are; according to Sah (2012, p.29) a paraphrase test is a particular task meanwhile the assessment is broader than assessment, then both of them must be well to create a good teaching.

Furthermore, the researcher attempts to research the distinguishable in the circle of the Figure 2.1. Then, she provides comparing basic alterations in lists traditional tests and alternative (in) assessment. Both of the traditional tests and the alternative (in) assessment can illustrate a knowledge of a good teaching.

Then, this research can approve that a model school as an example of a school that prevent to do score mark-up. In other words, the score mark-up has never done in any educational milieu to improve and develop the responsible of each elements and stakeholders in the schools; the SMAN 1 Yogyakarta is simply sample. Then, the test and assessment relate to teaching can do as applicable as the students’ need. They can be beneficial explanation in table 2.2
Table 2.1 Test and Alternative Assessment Adopted from Brown (2004, p.13; 2007, p.462)

<table>
<thead>
<tr>
<th>Traditional Tests</th>
<th>Alternative (in) Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-shot, standardized exams</td>
<td>Continuous long-term assessment</td>
</tr>
<tr>
<td>Timed, multiple-choice format</td>
<td>Untimed, free-response format</td>
</tr>
<tr>
<td>Decontextualized test items</td>
<td>Contextualized communicative tasks</td>
</tr>
<tr>
<td>Scores suffice for feedback</td>
<td>Individualized feedback and washback</td>
</tr>
<tr>
<td>Norm-referenced scores</td>
<td>Criterion-referenced scores</td>
</tr>
<tr>
<td>Focus on the “right” answer</td>
<td>Open-ended, creative answers</td>
</tr>
<tr>
<td>Summative</td>
<td>Formative</td>
</tr>
<tr>
<td>Oriented to product</td>
<td>Oriented to process</td>
</tr>
<tr>
<td>Non-interactive performance</td>
<td>Interactive performance</td>
</tr>
<tr>
<td>Fosters extrinsic motivation</td>
<td>Fosters intrinsic motivation</td>
</tr>
</tbody>
</table>

Test is according to Brown (2007, p.445) “a method of measuring a person’s ability or knowledge in a given domain, with an emphasis on the concepts of method and measuring. Tests are instruments that are (usually) carefully designed and that have identifiable scoring rubrics.” The quotation from Brown is crucial to remember because it is measurement of the method to teach students.
Thus, the researcher could do the alternative assessments rather applies the traditional tests, but she can determine the time when the alternative assessments integrate with the traditional tests; or do sole alternative assessment in the integrated skills in the classroom. In fact, tests are done after the assessments that have to be thought first than determines the kind of the tests or assessments. In other words, This period of teaching in the ELL is formative assessment rather than summative assessment that the students, learners, or graders become the center.

2.1.9 Authentic Assessment Nowadays

This research needs to explain about authentic assessment because there is any comparison inside the bad fact of score mark-up phenomena. Then, the researcher compares and summaries a definition of authentic assessment based on its theory to practice that she gets from O’Malley and Pierce (1996) and Mueller (2016). In this literature review the definition of authentic assessment has already discussed O’Malley and Pierce (1996, p. 237) state that authentic assessment is “procedures for evaluating student achievement or performance using activities that represent classroom goals, curricula, and instruction or real-life performance.” As Mueller (2016) states that “authentic assessment is a form of assessment in which students are asked to perform real-world tasks that meaningful application of essential knowledge and skills.” Therefore, the researcher has ability to deduce that what authentic assessment is to avoid the score mark-up in any kind of test, assessment, in the teaching process.

Further, the knowledge and skill of the students can increase the students’ (tenth and twelfth graders especially eleventh graders who usually be research participants in some researches) English ability. Although the English skills are necessary to the students, the students require to practice their English outside the classrooms that they will practice their English spontaneously. That reason force the graders or students to use English ability rather than English skill. All in all, the entire graders have ability to demonstrate their English ability as foreign or second language.
2.1.10 Types of Assessment at Distinguishable of Time Process

There is a needed to know what is assessment deeply, but it is too detail. Thus, the researcher carries out any types about distinguishable pre-assessment, formative assessment, and summative assessment. They are any parameter to deduce what the assess the students especially the graders. In fact, the researcher obtained two important things to research the 11th graders have more time as participant and the approximate age of the graders theoretically in the adolescence. Because the time is crucial to successful score for the graders, the researcher creates recommendation to remember then deduce the time holding as the follow table 2.2 classification.

Table 2.2 Type of Assessments Adopted from Regier (2012, p.5)

<table>
<thead>
<tr>
<th></th>
<th>Pre-Assessment</th>
<th>Formative Assessment</th>
<th>Summative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is it?</td>
<td>Assessment which is used to collect information about students.</td>
<td>Assessment which gathers information about student learning.</td>
<td>Assessment which shows what students have learned.</td>
</tr>
<tr>
<td>When is it used?</td>
<td>Before a lesson or new unit of study.</td>
<td>During a lesson or unit of study.</td>
<td>At the end of a lesson or unit of study.</td>
</tr>
<tr>
<td>Why is it used?</td>
<td>To determine the readiness level of students and to inform instruction.</td>
<td>To track students’ progress and to make changes to instruction.</td>
<td>To provide evidence of what students learned.</td>
</tr>
</tbody>
</table>

The aforemention type of assessments in table 2.2 becomes a basic knowledge to find the meaning of assessments whether it is for learning or of learning. Hence, these are short explanations of the table 2.2 that is need of the type assessment in this research. The need of the type assessment is to provide definition of the assessment type in SMAN 1 Yogyakarta as place to research. Thus, the researcher can match assessment in the middle of semester that the researcher states it as ‘Penilaian Tengah Semester’ (PTS) with the type of assessments whether it is pre-assessment, formative assessment, or summative assessment. Then, the PTS is like as a formative assessment in the semester.
system or six months period to score assessment of the students. On the other hand, the PTS can be unheld based on the research discussions in Chapter IV.

2.1.11 Formative Assessment in The Theory to Practice

The researcher summarizes strategies of formative assessment to practice good result of assessment for learning (formative assessment). She needs to asking collaboration with the English teachers of the research setting in order to fulfill objectives of this research. In other words, she needs to compare the strategies with the information of the result data from the research instruments. It is in the Chapter IV, then in the next chapters.

Hence, the strategies explain manner to facilitate and to teach the students, that specifically as the following terminologies. The researcher can differ the distinguished usage between teachers and students use. Then, she matches the story from the SMAN 1 Yogyakarta as the research participants, and then the strategies in her forthcoming role as a teacher; they are good knowledge for her to identify formative assessments strategies about 20 years experience of teaching from any teacher who practice English learning teaching.

Here formative assessment strategies are for teachers and students which practice adopted from Regier (2012, p.7-20). The no. 1 until no.52 are written to explain the teachers must do list these are a paraphrase: (1) ABC brainstorming is Making the students do the parts of the unit learned; (2) Analogies trigerring students to learn with familiar information to understand new information that it must be learned; (3) Checklists are observing the students and checking off the skills you see students demonstrating with proficiency. Then individually and discussing after giving the students feedback; (4) Choral response that is asking students to respond to a series of questions “as a class.” (5) Cloze procedure i.e. It means to determine the level of students’ understanding to regard the topic learned.

To save this Chapter II pages, the continuation of the paraphrases are following number from number 6 until number 20 such as: (6) Concept maps — Providing a visual representations of student understanding as if oval in the center of page.; (7) Conferences —Using one-on-one conferences to determine what the
teacher target to get outcome of learning.; (8) Computer Surveys —Using some kinds of questions are like true or false, multiple choice, one word completion questions. All in all to know each student’s response. (9) Demonstration Stations —Playing how to determine what the classroom is going to learn about. (10) Discussions —Making class discussion to get information about students’ encouragement to the topic learning. (11) Double Entry Journals —Creating left and right columns; for instance, in left column write the student must write key words, ideas, or quotations; in the right column, the students personal response. (12) Drawings —Asking the students to draw what topic they learned from classroom. The topic will be clearer with an illustration. (13) Email Questions —Teacher encourages their students to think all the learning opportunities they have participated, and how the relationship of their knowledge. (14) Examples/ Non-Examples —Teacher asks the students to provide example or non example about unit or topic of learning as strategy to encourage their student. Encourage is kind of motivation that as a soul in learning something. (15) Exit Cards —Students are asked to solve any problem (make short writing in any scrap of paper or other piece of paper) before end of the classrooms activity. (16) Fist of Five —Teacher’s strategy to know the students level through the hold up of one until four fingers, if the students hold up five fingers then it means they know more. (17) Four Corners —Teacher encourages students to label one corner, “Strongly Agree,” one corner, “Agree,” the third corner, “Disagree,” and the final corner, “Strongly Disagree.” (18) Graffiti Wall —Teachers provide place to draw and give comment in any illustration to illustrate a formative assessment data. (19) Graphic Organizers —This strategy is any puzzle of drawing that provided student to complete the drawing as they learnt in a recent topic. (20) Individual Whiteboards —Asking the students to make imitation of whiteboard, the teachers give any questions; then the teachers observe and circulate the class to get the students’ responses.

Then, the continuation from the paraphrases are similar to the no. 6 until no.20 that the paraphrases consist of sentences especially: (21) Inside-Outside Circle —Teachers divide their students into two groups. After students are discussed about two minutes, reverse roles and the outside partners respond. Then,
circulate around any circle and listen to their students’ comment and explanations. (22) Learning Logs — Teachers can understand of students’ learning or skills students by bridging the topic and their own lives. (23) List 10 Things — Motivate the students to list 10 things as symbols to inform their understanding. (24) Matching Activities — It is like a game with a partner as matching cards then making a set of cards. (25) Observations — Using a grid that contains all the names of the students in teachers’ class is another useful collection device. As the teachers observe different students, they jot down information in their box on the grid. (26) One Minute Essays — Tell the students that they have one minute to write down their response. Ensure the question of the teachers ask can be answered in one minute. (27) One Minute Fluency — Teacher can know grade level for both oral and silent reading of the students. It is useful for grade 1 to grade 6 fluency passages, meanwhile grade 2 to grade 12 passages. (28) One Sentence Summaries — This assessment provides teachers with a one sentence summary of what they have learned provides teachers with information about what their students know about a topic. (29) Open-Ended Questions — Teachers can understand their students’ depth and breadth. The teachers ask the students to answer more than “Yes” or “No”. (30) Paper Pass — Teacher provides chart paper with different target words or questions are posted around the classroom. The students rotate around the room to the different brainstorming sheets and add their comments about the topics and about what other students have written.

Here are the explanations in format of paraphrases as the continuation from no.30 in the aforemention formative strategies namely, (31) Peer Assessments — Students can use a set criteria to assess the work of their classmates; (32) Placemats — An analysis of the placemats provides teachers with a glimpse of what the students have learned so far in the unit, with students placement individually as themselves in the member of group; then the students compare their answer to others’ group. (33) Problem Solving — Posing a problem to students and ask them how they would solve it. Students can respond orally or in writing.; (34) Questionnaires — Teachers provide students with information on student learning that they can use to plan further instruction. (35) Questioning — Making different teachers’ questions to students. The higher students get
reflection of questions, meanwhile the lower students get the listing ideas. (36) Quick Writes — Looking the quick write to know the students’ knowledge and understanding. It is a great way to activate the prior knowledge of the students. (37) Reflection Journals — Teachers ask students to relate some journals’ learning the compare to their real life. (38) Repeat Pre-assessments — To collect pre-assessment, students must create a web or write one minute essay. It can be both in formative assessment and summative assessment. (39) Response Cards — Glance around the classroom and assess students understanding quickly with type of assessment form. (40) Self-Assessments — Students must reflect what their understanding of the unit or topic learnt. For instance, The students write their understanding of the English materials learnt in a piece of paper.

Then, the continuation of the aforemention formative strategies are in format of paraphrases that begin from no. 41 until no. 53 namely, (41) Sentence Prompts — A variety of ways to informally assess students and gather information to inform instruction, i.e. “I don’t understand ..., I need more information about...” (42) Show of Hands — Quick show hands make teachers know whether needed review with a few students or with whole class. In Indonesia, it is like fore finger up to open a comfortable short discussion with either a clear review or next time of question answers. (43) Student Composed Questions — Read question and answer to get feel what the students’ understanding of the topic or unit. Then the teacher gives role play that students can show how to response positive feedback to the students who answer their question. (44) Teach a Friend — It aims to students that need to think about the knowledge and skills needed for understanding and including information in their learning and studying. It can motivate them to communicate their curiousity. (45) Think-Pair-Share — Giving questions, teacher provides a few minutes to students so that they can answer the questions given with share what they think to whole class. This manner motivate students to learn how communicate their answers loudly. (46) Three Facts and a Fib — Teacher asks students to write one fib and three facts topics. Asking the student to identify the ‘fib’, they will enjoy writing and sharing their ‘fib’ identification. (47) Three Minute Pause — Students make summary the main point of new learning (during 3 minutes), then making connection with students’
experience, finally they ask further with asking questions to enhance their understanding of learning. (48) Three Things — In a piece of paper, students draw or write three things that they remember of the unit they learnt. In a group or partnership they share their understanding. (49) 3-2-1 — Teacher jots down the students to say or in piece a paper about 3 things of each student, then making 2 personal connections to the topic, and then 1 area about the learning is still confused. (50) Thumbs Up, Thumbs Down — Teacher asks students to do thumbs up if they understand, but thumbs down if they do not understand. (51) Traffic Light — Teacher gives the students 3 circles (red, yellow, and green) this is like a game that if the students are comfortable with the unit learnt they hold up green circle, if the fairly comfortable they hold up yellow circle, the students are confused and required more instructions, they hold up red circle. (52) Turn and Talk — Teachers give time to students turn and talk as discussing what the unit is understandable or not. Then, the teachers circulate to the classrooms to assess the students turn to neighbour (classmates) then they talk to the neighbour. (53) Whip Around has explanation that it needs some minutes to provide the students formulate answers of questions from their teacher. They write in brief notes. Then teacher repeats the questions and whip around;

The formative strategies are paraphrase of Regier work that it is from number 1 until number 60. The aforemention no. 1-53 are formative strategies that teachers duty means the formative strategies for teachers, then no.54 until no. 60 are what the students do. (54) Ask i.e. Teachers facilitate students to identify what the skills need to be studied. They must meet the teachers one-on-one. They can identify what they need to do to further; (55) Checklists i.e. Teacher provides checklist for tasks and assessments so the students can understand whether they have been had complete what they must learn about any topics; (56) Journals is Encouraging the students to understand what any journal’s content (as unit studied), then teacher must respond students’ question. (57) Process exemplars that teacher collects sample from students’ thinking by having students’ explanation why they make an answer; (58) Product exemplars i.e. Students write any narrative paragraph in any exemplars then they compare to their classmates, to change or to add in order to their demonstrate mastery. They need their
classmates to interact with them through the topic or unit they learnt. (59) Self-marking quizzes i.e. Teacher creates higher and lower quizzes level questions, then students can consider to demonstrate their understanding regarding a particular topic or unit study. (60) Writing continuums means providing students with a number of distinguishable examples to perform what students’ different of levels. Entire of the formative strategies needs more comprehensions to be used by the English teachers then the students, so that the need of the strategies use in Chapter IV and V.

2.2 Previous Studies

To get this research idea, the researcher applies a way to get idea according to Johnson and Christensen (2012, p. 61) ways to get new idea is variants then one of them is “reconciling conflicting results” that it has defined as “in reading the literature on topic, you might find conflicting results. These conflicting results can lead to a study trying to resolve the conflict. This conflict might be due to different methodology in which the studies were conducted, the use of different measurement instruments, or the use of different participant population. When studies conflict, you need to look for any differences in the studies because these differences might represent the cause of the apparent conflict.” (Johnson & Christensen, 2012, p.61). Based on the idea criterium, the researcher uses a non experimental study from Hermayawati (2011) entitled ‘Budaya Dongkrak Nilai’ or translated into Score Mark-Up Culture, as the previous studies. Then, the other research finding carried out from Boston’s research in 2002 i.e. The concept of formative assessment.

The assumption is a fact that she believed occurred in some schools in the Indonesia country published in the internet based on the KR Online and It has been ever uploaded in the UMBY site. Then, the assumption will be a research if there is any process of data collection like this proposal’s aim. It is also suitable to prove that the researcher strives to know the authentic phenomena assessment in the score mark-up case. On the other hand, the researcher aims to create method to avoida score mark-up in her forthcoming classroom teaching that she can practice what the ideas from two journals she got it which the journals are about formative
assessment. Then, the argumentation news that are useful for this research as follow:


b) http://www.republika.co.id/berita/pendidikan/dunia-kampus/13/02/01/mhjfpj-sekolah-curang-di-snmptn-harus-dikenai-sanksi

c) http://www.pikiran-rakyat.com/pendidikan/2017/01/24/ada-dugaan-manipulasi-rapor-di-snmptn-2016-391581

2.3 Conceptual Framework

The researcher has a plan to do this research that is illustrated into a mind mapping. The mind mapping is a piloting picture to ease reader to know the research illustration. Then researcher created the mind mapping using qualitative research. It is because Yin (2003) stated that “case study research shouldn’t be confused with ‘qualitative research’. Case studies are based on any mix of qualitative and quantitative evidence.” In Soni (2014, p.4). In addition, the conceptual framework is the researcher’s mindset about assessment, this research carries out a qualitative approach albeit it is like mixed research approach.

Figure 2.2 Research Procedure in Mind Mapping by Svendriyati Asthari

The researcher determines to do multiple case studies, but the situation of the SMA and the university, which the researcher studies, is not provide matching research time. Therefore, this research only carries out a single case study. Then, a seminar proposal gave a good suggestion to this research. Then, literature review
is useful to this research. Thus, the researcher also use structure because grammar is crucial things for writing a research proposal. Also, this data focus in qualitative research, quantitative research; find hypothesis (in qualitative approach = assumption). Here complete contents of an undergraduate thesis are as brief as the basic research findings and recommendations.

All in all, this research must explain any reason to consider the SMA grade as the research setting. Then what the research setting matter belongs to the Chapter III. Here the reason at to determine SMAN which is appropriate to this research.

2.3.1 Reasons Why Determining SMAN

The researcher needs to argue that negative thinking must be regarded. Thus, she interests to get information by herself about SMAN 1 Teladan Yogyakarta supposed does not involve with score mark-up. On the other hand, she is still curious about content of score mark-up possibility and how experts are like Hermayawati, Karsi in Seftiawan, and Wahab’s argument that can convey a score mark-up as a risk to rise and to widespread in educational milieu.

In senior high school (upper secondary schools), students are classified by random ages, ethnic, and other sociocultural that related to background of their religions. In addition, students live in heterogeneous learning style based on willing, so that they can adapt in the different person means different learning style. In line with, the meaning of adaptation is “including and adjusting to new information that increases understanding.” (Rice and Dolgin, 2008, p. 449).

Adolescent is in adolescence that needs studying with pedagogy which does not andragogy because their average age belong in young learner or it is not adult. Thus, the theory is like andragogy that “You can conclude from the above that pedagogy is a child-focused teaching approach, whereas andragogy an adult-focused teaching approach; or, formally, pedagogy is the art and science of helping kids learn, whereas andragogy is the art and science of helping adults learn.” (Pappas, 2015). Then the higher level of age is belong to senior high school as a place to teach the adolescents with the pedagogy.
2.3.2 Division of Senior Secondary Schools

Nowadays, people need to know what kind of school that their children or teens registered. That must be attended because some people get their identity when they were in adolescence. They will be included to identity control system that is “a construct that describes the process of developing an identity.” (Rice and Dolgin, 2008, p. 175). This research can understand about the gender that gender is “The psychological/sociological construct of what it means to be a man or a woman.” (Rice and Dolgin, 2008, p. 179).

National Examination (NE) that in Indonesia have some schools that one of them is charter schools which are “Public schools that are funded and run by private corporations or individuals; accountable to government but relatively regulation free.” (Rice and Dolgin, 2008, p.449). That is the researcher must to know any gender theory. Whether the schema can be related to the score mark-up in the formative assessment of SMAN 1 Yogyakarta, the researcher must know at a glance about the gender schema theory. Inso far, the researcher carries out the the NE as summative assessment on which it solely compares to the formative assessment as the aim of this research.

Then researcher can get better understand to know what gender schema theory and identity standards. They must be useful succeeding formative assessment i.e. it is related to material of study to be heterogeneous gender. According to Rice and Dolgin gender schema theory is “A revised cognitive-developmental approach to gender that emphasizes the stages of labeling, attention, and interest.” (Rice and Dolgin, 2008, p.179). Thus, the researcher has her parameter to do based on identity standard, it may be a new case. Identity standards are “One’s beliefs about how one should behave.” (Rice and Dolgin, 2008, p. 175). In this research, the researcher applied purposeful or purposive sampling which is its position in the Chapter III in the research methodology.

Based on the aforesaid figure students of senior high school who become the research participant belong to general for grade 10, 11, and 12. The reason why the researcher determines the senior high school as research setting. Hence, she wants to deduce the reason why the SMAN 1 Yogyakarta is one of reputable schools which assumed always leave the score mark-up to the students; the
teachers can give remedial teaching rather than do score mark-up. All in all, the researcher must carry out samples from the SMA is like in the explanation in the next chapters.

2.3.3 Problems in Learning Process

Before understand better type of assessments, the researcher argues that Cognition is “the act or process of knowing” (Rice and Dolgin, 2008, p.449). After getting knowledge the students must remember the knowledge. Then the cognition is learned without any conduct disorder. According to Rice and Dolgin is “a psychological order typified by aggressive, hurtful, deceitful behavior” (Rice and Dolgin, 2008, p. 449). Then, the researcher can know what the teachers who have students with any problems of learning, thus they can help their students to be aware of their learning pitfall.

Furthermore, the teachers must do cognitive monitoring that is supported by Rice and Dolgin i.e. cognitive monitoring is “Thinking about what you are doing, what you are going to do next, how the problem is going to be solved, and the approaches that you are going to take.” (Rice and Dolgin, 2008, p. 449). On contrast, if the teachers’ students have problems to learn, the teachers will have to do cognitive-behavioral modification is “A therapeutic technique used to help control maladaptive, self-defeating thoughts.” (Rice and Dolgin, 2008, p. 449). Thus, their students obtain their self-esteem and self-confident intrinsically in studying activity.

Today creativity can help to understand cognitive monitoring, so that the teachers can plan to orient the student’s creativity that embodied with Santrock (2005, p. G-2 and p.140) stated that “the ability to think in novel and unusual ways and discover unique solutions to problems” Sternberg (2018, p. 7) defined creativity function as other solution beside wisdom, intelligence, and common sense to solve many world problems such as crime, drug abuse, jobless, and low income. In line with the definition of creativity as ability to imagine then create new ideas and matters (Quirk, 2009, p.396). With granted, the researcher can imagine that the cognitive, affective, and psychomotor domain of Bloom’s taxonomy that need creativity especially the cognitive domain.
2.3.4 Reasons to Know The Students’ Problem

Teachers must follow the 2013 Curriculum which is “Defining the word curriculum is no easy matter. Perhaps the most common definition derives from the word’s Latin root, which means ‘racecourse’. Indeed, for many students, the school curriculum is a race to be run, a series of obstacles or hurdles (subjects) to be passed.” (Marsh, 2009, p.3)

Marsh (2009, p.5) listed types of curriculum definitions from many experts. He stated that “The incompleteness of any definition notwithstanding, certain definitions of the term can provide insights about common emphases and characteristics within the general idea of curriculum. Consider, for example, the following definitions of curriculum: (a) Curriculum is the ‘permanent’ subjects that embody essential knowledge; (b) Curriculum is those subjects that are most useful for contemporary living; (c) Curriculum is all planned learnings for which the school is responsible; (d) Curriculum is the totality of learning experiences so that students can attain general skills and knowledge at a variety of learning sites; (e) Curriculum is what the students construct from working with the computer and its various networks, such as the internet; (f) Curriculum is the questioning of authority and the searching for complex views of human situations.”

To understand better, the researcher does read about dialectics in the learning of curriculum, embodied with Dialectics are “An advanced form of reasoning that allows one to create new and better insights by integrating conflicting data.” (Rice and Dolgin, 2008, p.131). Then now she can know how to do the curriculum i.e. asking for curriculum workers in the milieu of research participants. Curriculum worker are “Curriculum workers are many and include school-based personnel such as teachers, principals and parents and university-based specialists, industry and community groups, and government agencies and politicians.” (Marsh, 2009, p. 10).

In addition, in the 2013 curriculum has the core competency and basic competence for entire graders in schools, but this research focused on eleventh graders. It is like in the Appendix A as support to the curriculum is one of crucial components to be done in order to solve the students’ learning problems. That is English assessment related to 2013 curriculum with or without revision.