CHAPTER I
INTRODUCTION

This chapter is an introduction to readers who need relevant theories from the keywords. The introduction is necessary to illustrate reasons and any notes of the ideas to do this research. This research background consists primarily of sub chapters such research problem as a foundation to have research questions are modified into research objectives. Therefore, the researcher writes this undergraduate thesis' introduction chapter in systematically from research background until definition of terms.

1.1 Research Background

Every country has politics which has their either modern or conservative policy to improve 'Gold, God, and Glory' and to the components of their citizens. On the other hand, this research is not about politics which is not straightforward as practical guide to the all components of people, but education does. Because influencing the policy to be a good organizer in Indonesia country, the education has easy practical guide to most Indonesian. Then, any education policy has some components, and one of them is assessment that has been a parameter of successful graduation.

In this case, National Examination (NE) as one of final requirements be promoted at the secondary schools is a summative assessment which has not again become the only one of the successful graduations. Also, it requires precision and honesty to achieve the education's objectives namely, bravery to face educational problems in the daily life and doing problem-solving in each innovation of cultural and religion matters; those matters are not just about academic problems. The problems are exactly difficult to be solved in quickly, so the cultural and religion matter are not only in any concept; but they are also must be implemented in each daily life through education.

Nowadays, the educational life topic around talks about kind of assignment to make nearby the academic content into reality life; to realize the assignment reader can carry out any assessment as is not only a parameter to get

graduation. In addition, idealism usually cannot be practiced into reality, this is a reason why any assumption that cheating is still extant assumed occurs in all schools and higher schools in a view of the reseacher as observer of education. Moreover, there are not just effort to do cheating in the examinations of each students, but also many impunities for degradable moral values that come from the stakeholders to help their reputations viz. a kind of score mark-up at some students of schools. The researcher has an idea from a news was written by Hermayawati's researched result argument which was written at KR Online 8th April 2011 that is her information based on a fact founded i.e. "doing score mark-up in graduation seems perfectly natural to do, and as if it has long been an 'open secret.' Underneath it all, rarely occurred to the school community that it is tantamount to legalizing manipulation. The manipulation value through the realm of other exams such as maximizing the value of school exams, midterm exams, and final examination to achieve the highest figure, is actually caused by concerns over the failure of the school to the students in taking the National Examination, which is the standard graduation, is getting increased every year."

In addition, Hermayawati (2011) stated, "If the NE's goal is to enhance the quality of graduates moreover to the interest of the quality of education nation wide-mapping, doing score mark-up of graduation must lose in the educational life. If it is still done, improving the quality of graduates through an increase in the average number of NE standards there would be no point." Then another example of why the researcher can get the phenomenon that is based on the other news i.e. Rachman (2013) argued that National Selection of State Universities as Committee General Secretary Rochmat Wahab argued in 2013 "more and more Upper Secondary Schools are subjected to sanction or 'blacklist' for commiting fraud with the competing of 'score mark-up' the students' grades to qualify and be accepted in the determined state universities."

Also Rachman insists that Wahab said in Rachman that "team will conduct an investigation related to the parties involved in fraudulent practices of the student grades score mark-up." (Rachman, 2013, p.1). However, aforesaid statements are said by some experts, but nowadays we need more than news or any issue that becomes any assumption without the transparation of scientific

writing. The reason of the assumption is not scientific writing is based on the Oxford Advanced Learner's Dictionary (2015, p.79) defines assumption "is a belief or feeling that something is true or that something will happen, although there is no proof." Therefore the researcher can attempt to give the proof of the student grades score mark-up, then it can be scientific writing with certain teaching documents.

Proof is needed because coming from experts, the assumptions of score mark-up still become an issue in an educational milieu. On the other hand, the researcher found that score mark-up occurred in low reputable senior secondary schools. That statement supported a great person i.e. Iskandar in Zubaidah (2012) in Newspaper online Sindo News 11th July 2012 argued that the schools' score do not need to be combined with a NE, because the potential score mark-up of raport document will be carried out by schools that have low quality. Thus, she researches in a school on which it was assumed that did not do score mark-up as a model for her knowledge in this undergraduate thesis as research benefits.

The score mark-up is similar to fraudulent assessment i.e. a cheating matter that not different from ideological dogma then religious dogma. It is to know how using religions in each aspect of life that carries political dogma that each country has some religions; each religion has their own dogma to get academic and real life problem solving. As result, the 2013 Curriculum and a Minimum Criteria of Mastery Learning (MCML) use the first standardized of core competencies in which state living and practicing the God's gifts in every teaching which are in the core competence and basic competence of 2013 Curriculum that s/he embraces. In this case, the researcher as a piloting good practitioner of English education teacher attempts to use English as any equipment to examine why there is a need to say "do not do types of plagiarism or cheating".

English is one of international languages which need a lot of practice to be learnt, it is not just about score; but the score can give alternative self-esteem and self-efficacy to students and their families who motivate themselves to achieve their principles necessities. In addition, Assessment is crucial part in teaching and learning that need any attention by the piloting teacher (Brown, 2004, p.5) i.e. in

this case is the researcher herself. In other word, the researcher did not lose any material about assessment in the circle of test, assessment, and teaching. Thus she can learn about teaching which focuses on the formative assessment that to be practiced of the moral values into the real life.

1.2 Identification of Problem

This researcher of undergraduate thesis demonstrates that there is a possibility score mark-up risen; it can be researched inside of formative assessment. On the other hand, she has found that the score mark-up does not occur in any reputable schools because the score mark-up can drop any school's reputation. In other word, she does not think that the reputable schools have done the score mark-up, so that she has to attempt to prove that any reputable schools have not do score mark-up. Then, she has obtained data score mark-up in a school as a little example. Because *Sekolah Menengah Atas Negeri* 1 *Teladan Yogyakarta* (SMAN 1 Yogyakarta) has got appreciaton from the local people as '*Teladan*' (model school), the researcher was aroused to conduct the research score mark-up phenomenon in the school.

To get data of relationship between score of assessment quality standard and the students' scores regularly as a MCML from the formative assessment, this research needs more than a place as a place to research as a sample. This undergraduate thesis did not carry example of avoidable score mark-up and credibility of the NE score, and the standardized score of students' graduation based on data which are found from SMAN 1 Yogyakarta. Then, the researcher can obtain data from NE and raport document that they can be documents instrument whether difficulties for the researcher to assess. Then this research not only knows about phenomena how to assess arising score mark-up or not, but also provides theory to avoid score mark-up in the educational life.

With granted, the score mark-up does not become a possibility occurrence in a school that involved name with model school. Then, the experts who do the research or to get a score mark-up fact can continue their job, meanwhile the researcher learns how to teach based on the data from the school that had been assumed it does not need to do score mark-up; but it must fulfill the MCML.

Therefore, the researcher can learn how to score well to her forthcoming teaching, assessments, and tests in her future career as a teacher with any appropriate teaching method. All in all, the researcher processes result of the research to develop method to avoid the score mark-up common occurrence.

1.3 Scope of the Study

   This research procedure carried out only a school from many senior high schools in Special Region of Yogyakarta i.e. SMAN 1 Yogyakarta. The reason why the research conducted in the SMAN because the need of the researcher to learn from one of reputable SMAN in the school which is a modern and rules government of the province. Then profile of the SMAN is a confidence to say the watchword of *Teladan Jayamahe* somewhat means 'we are successful people' located in the Yogyakarta City.

   All in all, the researcher did research after she obtained any permission from Disdikpora based on a permission via a formal letter to do a research in a school. Having knowledge to do qualitative and quantitative research, the researcher used some instruments of more qualitative rather than quantitative to answer research questions and to achieve the research objectives. Then, the scope of the research has been to carry out an example for culture of honesty to score their students e.g. it has conducted in SMAN 1 Yogyakarta. Because the researcher believes this research will provides a good example to do not the score mark-up, it can get validation from doing the research based on principles of the research methodology which is to explain why the researcher determines the place to research.

   In a nutshell, the SMAN 1 Yogyakarta is a school with its history that tell why it is called a model school. That reason about the watchword, belief of the word model school is a one of important reason for the researcher to obtain what they do not do score mark-up and how do not do it. In fact, the SMAN is not the most reputable school in Special Region of Yogyakarta (DIY), but it is one of a reputable senior secondary school. Therefore, that is possible for the researcher to research that other school which is lower reputation do score mark-up to save time.

1.4 Research Questions

This research has generally intended to analyze the English assessment, especially to analyze the English formative and summative assessment in students' English learning processes of SMA *NEGERI* 1 *TELADAN* Yogyakarta (SMAN 1 Yogyakarta), specifically this research which is in other words of that a research question aims for:

1) How is the English teachers effort in avoiding score mark-up in the SMAN?;

2) How do the English teachers assess their students' English learning teaching?;

3) What do the English teachers commonly do for the lower students?

1.5 Research Objectives

The researcher formulates research objectives based on the research problems. Then, the research objectives are lists of some aims of this undergraduate thesis such as: 1) to describe how the English teachers conduct manner to avoid score mark-up for the students' learning; 2) to illustrate on how the English teachers score the students of English learning teaching; 3) to describe teachers commonly do to increase lower students' score.

1.6 Research Benefits

Theoretically, the researcher can learn about the other details of assessments in practice of English teaching. Also, she has reason to develop any appropriate assesment to be applied in her assessment of forthcoming English teaching. Thus, she has ability to practice the crucial theories of assessments.

Practically, the researcher is motivated to improve the competence in the academic milieu then to be practised in the real life based on the high level of thinking of Taxonomy Bloom; both of revised Anderson and Krathwohl also the old one from Benjamin Bloom's Taxonomy in 1956. Then, the other researchers can deduce more about assessments and any method to research an issue of educational phenomena is like avoidable score mark-up.

Further the researcher can practice her knowledge in phase of remembering from the forthcoming research findings through her experience doing this research. She can infer more kinds of analysis and qualitative approach that usually words matter, but it depends on the need which almost similar to mixed research. As if she gets new knowledge from the English teachers' experience, so that she can simplify the benefits.

In other words, the researcher can list this research outcomes as follow:

a. For other teachers, this school can reward for sharing how to avoid the score mark-up especially in the English assessment and implement the strategies for the assessments.

b. For English teachers, they have ability to conduct any Classroom Action Research (CAR), Research and Development (R & D); other kinds of research etc. about avoidable score mark-up.

c. For other researchers, this research findings are possible to obtain any idea to do other type of researches to enhance higher knowledge about scoring in educational issue.

Therefore, the researcher lists some forthcoming benefits from this study research for some practices like: 1) This research provides alternative attention in educational issues.; 2) This forthcoming research findings enhance the MCML score for the school.; 3) The result of this undergraduate thesis hopefully provide think-pick about problem-solving to avoid of score mark-up phenomena for other researchers.; 4) It is to provide illustration to do other kind of researches, especially for English teachers. 5) the researcher has ability to find some strategies what usually do to avoid score mark-up .

1.7 Definition of Terms

To make clear the forthcoming undergraduate thesis, then the researcher lists the terms as follows:

1) Analysis

It is according to Hornby et.al. (2015, p.49) analysis is "the deatailed study or examination of something in order to understand more about it." The researcher needs to succed the formative assessment and summative

assessment in students' learning teaching that is about methodology to teach in her future. Therefore, the researcher has this 'analysis' term to practise the what deduction of analysing in the hierarchy of Bloom's Taxonomy.

2) Score Mark-Up

According to Hermayawati (2011) score mark-up is to manipulate bad real score into good score of student assessment's score, but it is deception.

3) English Assessment

Assessment of student learning is the systematic gathering of information about student learning and the factors that affect learning, undertaken with the resources, time, and expertise available, for the purpose of improving the learning (Walvoord, 2014, p.2). Then the English assessment is a kind of assessment in English Language.

4) Senior Secondary School

SMA (*Sekolah Menengah Atas*) is called as senior secondary school, because this research carried out the level of education in secondary education and in upper level.The senior secondary education that has public and private foundation. Senior secondary education has the other names one of them is senior high school. This following figure is evidence that the senior secondary school belongs to upper secondary education.
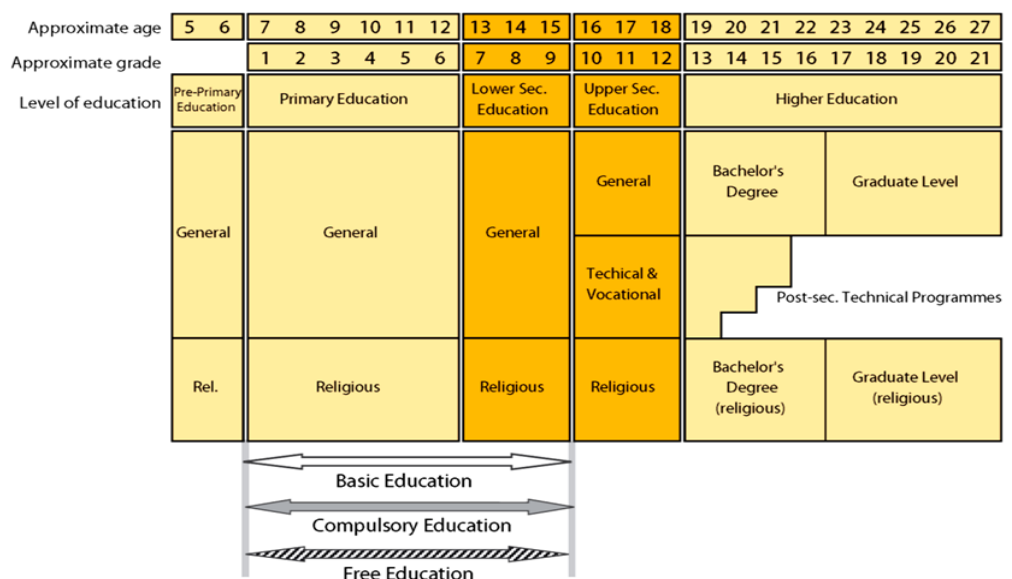

Figure 1.1   Picture of Ideal Schooling Adapted Education Structure: Approximate Starting Age and Duration (UNESCO, 2010, p.1)