SCORE MARK-UP IN ENGLISH ASSESSMENT

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Abstract

Score markup is a bad phenomenon in educational research, but it is not widespread researched. Thus this research was aroused because of the aforesaid phenomenon. Based on the aforesaid issue this research was generally aimed at analysis of avoidable score mark-up in English assessment in senior secondary school and involving three variables that are: 1) strategy of avoidable score markup; 2) manner of teachers assess students' English learning; 3) English teachers to assess students with low comprehension of English subjects deduction. Then, it belongs to a case study that is qualitative research, and then, it involves with SMAN 1 Yogyakarta as a research setting. Then, the research instrument is questionnaires, interviews, documentation, and peers debriefing. Further, the research participants are English teachers, non-English Language teacher, students (graders). In this case, the result of the research has research validity i.e = 0.751; the average of National Examination is about 82.00 that it is higher than the School Examination is 66.78 that means the phenomenon of score markup does not occur. Remedial teaching and remedial tests have been solutions to enhance graders' motivation. The effectiveness of the Layanan Klinis is a solution for lower students who still need enhancement of the teaching method.

Keywords: English Assessment, Score Mark-Up, Qualitative Approach, Motivation, Teaching Strategy

INTRODUCTION

National Examination (NE) as one of the 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 religious 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 is not only in any concept, but they are also must be implemented in each daily life through education.

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 senior secondary schools are subjected to sanction or 'blacklist' for committing 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 assumptions are said by some experts, but nowadays we need more than news or any issue that becomes an assumption without the transportation of scientific writing. The reason of the assumption is not scientific writing is based on the Oxford Advanced Learner's Dictionary, Hornby (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 scores mark-up, then it can be scientific writing with certain teaching documents.

With granted, the score mark-up does not become a possible 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 an appropriate teaching method. All in all, the researcher processes result of the research to develop the method to avoid the score mark-up common occurrence.

The 2013 Curriculum has 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 is 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."

Assessment in 2013 Curriculum is a useful matter to be learnt, because the curriculum has chapter 17th 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 in this research has types such as: 1) assessment criteria and orientation Richards and Schmidt (2010, p.36); 2) assessment based on time of holding Harlen (2007, p.15-16); (O'Malley and Pierce, 1996, p.238 and 240); 3) assessment based on method of scoring i.e. authentic assessment/ portfolio and conventional assessment. (Hermayawati, 2016; Koh and Luke, 2009, 2013, p.3); 4) assessment based on its purpose (Brown, 2007, p.7); assessment based on its form (Weimer, 2015). Theis research involves the psychological aspect that is motivation.

The motivation here discussed practical teaching strategies in senior secondary school that is usually called as senior high school (upper secondary schools), students are classified by random ages, ethnic, and other sociocultural that related to the 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).

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 how the English teachers score the students of English learning teaching; 3) to describe teachers commonly do to increase lower students' score.

METHODOLOGY

This research belongs to case study research which is a kind of qualitative research. It carried out 2016/2017 academic year to focuses on eleventh graders score in it is stopped to run in 2017/2018 academic year of SMAN 1 Teladan Yogyakarta. Because the case study is qualitative research this research adopted the circle steps of qualitative research as the Figure 1.
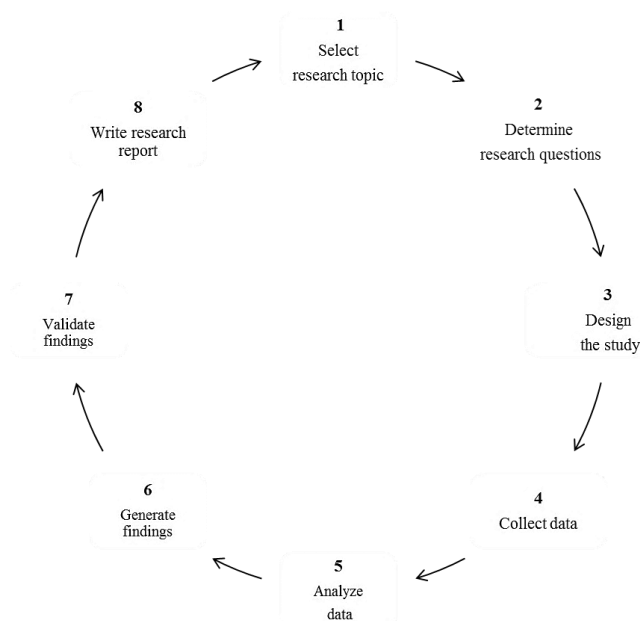

Figure 1. Steps in a Qualitative Research Study Adopted from Clandinin and Johnson in Johnson and Christensen, (2014, p.419)

Explanation of the illustration steps of the above figure are as follows:

Step 1. Select research topic

In this case, the researcher attempts to provide her knowledge which remembers about the possible data gathered after the condition that it occurred to the respondents or research participants. It focuses on issues or a kind of problems in the educational milieu.

Step 2. Determine research questions

The research question which is a simplification of the research objectives is how the research study conducts the aims of the research. Thus, the researcher does not need to do the step to next in a linear method in line with Clandinin and Johnson in Johnson and Christensen (2014, p. 419) "the qualitative researcher does not follow the eight steps in a linear fashion (i.e., step 1, then step 2, then step 3, and so on)."

Step 3. Design the study

In fact, a research needs a kind of design to be the principle in order to achieve the research objectives. As a consequence, the researcher quoted from Clandinin and Johnson in Johnson and Christensen (2014, p.419) that needed a design of qualitative approach in this study that is a quote in a paragraph.

The questions can be changed or modified, however, during data collection and analysis if any are found to be naive or less important than other questions. This is one reason why qualitative research is often said to be an emergent or fluid type of research. During the conduct of a qualitative research study, the researcher acts as a detective or novelist and goes wherever interesting and enlightening information may be.

Hence, the researcher is capable to be a novelist rather than detective as her potency to narrate what she got in the research setting.

Step 4. Collect Data

This researcher collects data to analyze the data as data analysis so that the data collection concurrent with analysis of data which can save time and effort. The meaning of the aforesaid statement posits a quotation that "Data collection and data analysis are often done concurrently or in cycles in qualitative research (e.g., the researchers collect some data, analyze those data, collect more data, analyze those data, and so on)." Clandinin and Johnson in Johnson and Christensen (2014, p.419).

Step 5. Analyze Data

After collecting the data, the forthcoming step is the analysis step. It is sure in the qualitative form, but it applies the numerical data because of assessment term. So far the assessment term is never about the words except for the description. In fact, the researcher cannot carries out longitudinal research, so that she mixed the research with the quantitative research.

Step 6. Generate findings

In this case study, the researcher attempts to find the aim of this research, it is research findings which need discussions that it is like establish the research validity. For instance, construct validity— In case, the validity must identify specific concepts of research objectives, then match any concepts which got. (Yin, 2014,p. 46-47); internal validity— in experimental and quasi-experimental, research are greater to apply internal validity, but it needs in the case study to led the factors to get the aim of research, getting causal relationship, and making inference or the assumption in the research objectives (Yin, 2014, p.47-48); external validity—extremely helpful to explain research objective in research questions as a 'how' and is not about documenting social trend (Yin, 2014, p.48); reliability—document to establish appropriateness of case study research as a satisfy requirement. (Yin, 2014, 48-49).

Step 7. Validate findings

Although this research involves with the qualitative research, this researcher strives to validate the data collection in line with "the researcher also attempts to validate the data and his or her interpretations throughout the research study)." Clandinin and Johnson in Johnson and Christensen (2014, p.419). Validation or validate findings are beneficial to the level confidence of the forthcoming conclusion and suggestion. Insofar as the interpretations can save this research validation, the interpretation must be done to get the level of confidence as high as possible.

Step 8. Write research report

This step is the last step for the cycle of pure qualitative research, thus, this research prepares to write the research report. According to Clandinin and Johnson in Johnson and Christensen (2014, p.420) argue that "at the end of the research study, the researcher finishes the research report (step 8)." Hence, the researcher does not need to lose her research steps, albeit it is not linear from step 1 until step 8 as if the research report is not in the course; the researcher saw the step 1. Afterward, the researcher must research in the research participants in the format of the documents of the scores in the assessments based on the time holding i.e. formative assessment, sub-summative assessment, and summative assessment.

Here is the procedure of this research that simplifies the research procedure that any step is ignored, but the procedure adjusted state. Then, the description of the steps is very simple that to obtain the research finding. Granted that, Figure 2 is the illustration of a single study this case study.
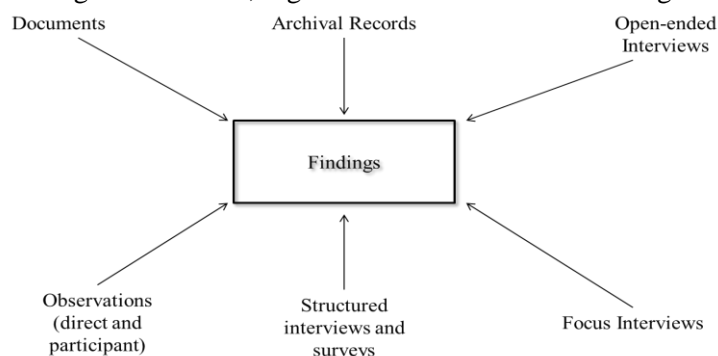

Figure 2. Convergence of Evidence (Single Study) Adopted from (Yin, 2014, p.121)

Note:
    The researcher must carry out the data then making 'findings', but she has the ability to consider the most appropriate methods that entire convergence has each weakness and strengthen; on the other hand, the weakness and strength are not discussed in this chapter because this chapter solely tell the reasons to do research method in the surface. Then the convergence of evidence as the instrument of the research that she carries out in what she did such as:

a. Documents	:	Getting some information from random students, especially grade 11 of 2016/2017 academic year
b. Archival Records	:	English assessments history recently 2016/2017 academic year at 11th graders
c. Open-ended Interviews	:	Obtaining information about English teaching and learning in the 2016/2017 academic year at 11th graders
d. Focus Interviews	:	MCML and English assessment strategies
e. Structured interviews and surveys	:	Implementation of assessment in the total score of assessments
f. Observations (direct and participant)	:	The researcher obtains the total score of each graders in the SMAN; it is about how deduce method to teach and to learn English Language.

Instrument Validity
    This research applied triangulation to look for the validity that uses check and repeat check the data founded with the theory (Johnson and Christensen (2014); Golafshani (2003).
Data Collecting Technique
    This research carried out questionnaires, documentation of learning teaching (raport documents,data average of School Examination (SE) and National Examination (NE), depth interview, and peers debriefing.

FINDING AND DISCUSSION
    In fact, the measurement result of students and their scores is as clear as the table 4.1 lists of explanations such as: (1) There are 9 groups of natural science and 1 group of social science.; (2) IPS group has fewer students rather than entire natural science.; (3) almost skills score of IPA and IPS students are higher than the knowledge. As the results, this research concerns on the reasons why the research of the learning achievement, are divided into different terminologies i.e. skill and knowledge that involved with the data of method to score English score of the students.
    National Examination (NE) is translated from H.A.R Tilaar that the statement is implied in the paraphrase i.e. in a paraphrase function of national standard education is strategy building and development planning after getting data from learning evaluation result nationally as a national examination. Then, he added that the National Examination is a way to control the national education standardization (Tilaar, 2009, p.109). To obtain the need of relationship between summative assessment and formative assessment based on the observation of Brown, The students' feedback have motivational result according to Brown (2007, p.91) "from extrinsic to intrinsic motivation in educational institutions." In other words, the intrinsic is in processing to be developed in the educational practice
    This research is described that SMA belongs to pedagogy methods that are valid and reliable in the Cronbach's Alpha and Pearson Product Moment. The distinction between andragogy and pedagogy are obvious terms according to Harmer (2007, p.83-84) and Brown (2007, p.106) stated that Pedagogy is a teaching method to guide from early young learners until the latest teen or learner in the senior secondary high school; Andragogy is a teaching method which focuses to teach the latest adolescents to the adults. As the result, the researcher found that students were in the grade 11 with English ability involved with pedagogy term.
    In addition, this research lavishes in pedagogy and andragogy that based on Knowles theory in Duverge (2016) stated that Knowles' theory includes five assumptions about adult learners such

as: (1) They are self-directed learners.; (2) They use their past experiences as a resource for future learning.; (3) They are ready to learn related to their social roles.; (4) They apply lessons to solve problems immediately.; (5) They have an internal motivation to learn. In line with the aforesaid habit of adult learners, adolescence belongs to pedagogy. Whereas the 11th graders are adolescents or they belong in adolescence with pedagogy method to teach.

Further, the scores specify into Table 1 to prove that the average scores both of knowledge and skills are above the MCML score. In addition, the researcher finds that the information about the skills and the knowledge are the method to measure the students' knowledge is like the theory, and then the skill is like the practice of the English, to make the theory the average score below:

Table 1. Average Total Scores Both of IPA and IPS

No.	Average Scores of Knowledge		Average Scores of Skills		Value of Average Total Scores	
	IPA	IPS	IPA	IPS	IPA	IPS
1.	87.21	86.61	87.73	87.54	Knowledge = 87.19	87.08
2.	88.03		88.85		Skill =87.89	
3.	86.48		87.68			
4.	87.26		88.52		Average of Knowledge and Skill = 87.54	
5.	86.96		87.71			
6.	87.7		87.57			
7.	88.87		89.03			
8.	88.03		88.53			
9.	84.68		85.39			

The aforementioned table illustrated the research findings that the score of the students has the standardized measurement that it is more than Minimum Criteria of Mastery Learning (MCML). On the contrary, the research conducted NE and SE. Both of the examinations illustrate the score mark-up existence. Then, the score of the NE is higher than the SE, so that the fact said that there is no score mark-up. Clearly, the English NE score is about 82.00 and the English SE is 66.78.

The motivation needs a validity to perfect a questionnaire as the instrument to do this research according to Tavakol & Dennick "validity is concerned with the extent to which an instrument measures what it is intended to measure. Reliability is concerned with the ability of an instrument to measure consistently. It should be noted that the reliability of an instrument is closely associated with its validity." (2011, p. 53). Thus, this researcher only obtained information from Septiani that solely quotes from other researchers in line with Septiani (2013, p.27) comes from Sayuti in Saputri (2010, p.30) that the original reference is in Arikunto (2013, p.89). It is translated as the questionnaire which is stated as reliable if it has alpha coefficient value, hence used the stability of the following interpretation in Table 2.

Table 2 Cronbach's Alpha and Qualification Value

Cronbach's Alpha	Qualifying Value
0.00- 0.20	Less Reliable
0.21- 0.40	Somewhat Reliable
0.41- 0.60	Quite Reliable
0.61- 0.80	Reliable
0.81- 1.00	Very Reliable

In case, the high value is > 0.90 according to expert high value or very reliable of coefficient alpha in the data calculation is somewhat '> 0.90' according to Tavakol and Dennick (2011, p.54) "A longer test increases the reliability of a test regardless of whether the test is homogenous or not. A high value of Alpha (> 0.90)." The alpha value is 0.751 that is a proof reliable; then the validity is

valid in Appendix L, it occurred because the questionnaire consists of core competency and basic competence of 11th graders of 2013 Curriculum. The Alpha value here is the appropriateness of the aforesaid table.

To continue, this research discusses the score of the students who actively learn curricular and without curricular can fulfill the MCML of the score around 82.00 of NE in 2017/2018 academic year. Therefore, the English assessment needs the extracurricular and intra-curricular activities to change the learning of English and incidentally self-efficacy. To get the evidence, this research obtained the interview from English teacher, the content interview from another English teacher, and peer debriefing from a chemistry teacher. Then, these research adopted Regier method to format the formative assessment strategies to teach., unfortunately, is not yet an expert and the strategies have not been listed in any journal, but Regier is a master of education that is higher level in education more intelligent than the researcher, thus, she carries out the Regier concepts these are the concept of Regier with the interviews with students of the SMAN 1 Yogyakarta i.e. Demonstration Stations; Exit Cards; Peer Assessments; Sentence Prompts, Product exemplars. The description is 1) Demonstration Stations ─Playing how to determine what the classroom is going to learn about; 2) Exit Cards ─Students are asked to solve any problem (make short writing in any scrap of paper or other pieces of paper) before end of the classrooms activity; 3) Peer Assessments ─Students can use a set criteria to assess the work of their classmates.; 4) 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..." 5) 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.

To pinpoint the method to avoid a score mark-up, the researcher makes an analogy between the second language (L2) and motivation. In line with the L2 motivation framework is like Dörnyei's framework of L2 motivation (Dornyei, 1994a: 280) in Dörnyei (2001, p.113). In language level, Dörnyei suggests to do integrative motivational subsystem and instrumental motivational subsystem; in learner level he attends to 1) need for achievement, 2) self-confidence i.e. (a) language use anxiety, (b) perceived L2 competence, (c) causal attributions, (d) self-efficacy. In a learning situation level, he divided the term into three components namely, 1) course-specific motivational components, 2) teacher-specific motivational components, 3) group-specific motivational components. Then each of the components has their own parts which will be summarized here.

That the first, it is course-specific motivational components involving (a) interest (in the course), (b) relevance (of the course to one's needs), (c) expectancy (of success), and satisfaction (one has in the outcome). Next the second, it is teacher-specific motivational components including (a) affiliative motive (to please the teacher), (b) authority type (controlling vs. autonomy-supporting), c) direct socialization of motivation containing modeling, task presentation, and feedback. Then the third, group-specific motivational components having (a) goal-orientedness; (b) norm and reward system; (c) group cohesiveness; (d) classroom goal structure (cooperative, competitive or individualistic).

After discussing of motivational issue, the English teachers should have strategies to facilitate the students in the adolescence. It is an observable data of examples according to Brookhart and Nitko (2008, p.181) strategies of the teaching based on their experience to students as follows:
1) Monitoring individual students to be sure they are making regular progress and keep them focused on completing the project.
2) Mentoring students to help them overcome operational problems that is beyond their control.
3) Monitoring the procedures and processes the students are using to ensure they will be able to address the learning targets set for the project.
4) Clarify the outcome(s) you expect. Each student should understand both the purpose(s) of the project (the learning target being assessed) and what you expect the project to look like.
5) Putting expectations in writing
6) Clarify the standards teachers will use to evaluate the project.
7) Let students participate in setting standards. Each student should internalize the quality standards and have a sense of ownership of them.
8) Clarify deadlines

9) Require progress reports
10) Teachers must minimize plagiarism opportunities. Each student should do his or her work to the best of his or her ability.

The researcher found that the number of students should motivate in extrinsic motivation. It is not just intrinsic motivation, because each students are heterogeneous motivating themselves. Here the English teachers have to help the students to deduce their intrinsic motivations. Therefore, the English teachers need to meet need of the students that can be discussed with the other English teachers.

CONCLUSION

The students are adolescents or teens who like to challenge themselves in learning English through practice English as daily communication through the game, daily conversation at speaking etc. In addition, the English teachers are given the incentive to remedy the students that use some strategies of teaching in this time named as Layanan Klinis. Some of the teaching strategies used some strategies such as 1) Demonstration Stations; 2) Exit; 3) Peer Assessments; 4) Sentence Prompts; 5) Product exemplars. They need their classmates to interact with them through the topic or unit they learnt. Furthermore, the research setting applied the traditional test that transformed paradigm to only do the formative assessment in a model school.

English teachers should match the strategies with the needs of the students, albeit with avoidable score mark-up in English assessment. Because score mark-up becoming phenomena, these research findings are beneficial to avoid score mark-up. Hence these phenomena are not as difficult as fraudulence to be removed; it is expected to anyone who wants to remove the score mark-up to apply varieties of creative ideas to avoid the score mark-up, albeit doing program remedial teaching and test. For instance, the English teachers apply portfolio to assess students in enhancing students' self-efficacy; then the other teachers should do the sub-summative assessment and formative assessment that can be prepared to succeed summative assessment i.e. National Examination rather than School Examination. In a nutshell, the score mark-up is a teaching method with teaching strategies to amuse the students in revising their learning.

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