



umsurabaya

Muhammadiyah University of Surabaya

A THESIS

**THE IMPLEMENTATION OF CONSTRUCTED RESPONSE
ITEMS IN AUTHENTIC ASSESSMENT OF WRITING
EXPOSITION TEXT TO PROMOTE STUDENTS' HIGHER
ORDER THINKING SKILL**

PUPUT RUPIYANTI

NIM. 20131111047

THE ADVISORS

Gusti Nur Hafifah, S.Pd., M.Pd.

Vega Hesmatantya, S.Pd., M.Pd.

ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

MUHAMMADIYAH UNIVERSITY OF SURABAYA

2017

**THE IMPLEMENTATION OF CONSTRUCTED-RESPONSE ITEMS IN
AUTHENTIC ASSESSMENT OF WRITING EXPOSITION TEXT TO
PROMOTE STUDENTS' HIGHER ORDER THINKING SKILL.**

**(A case study at 11th grade level in SMAN 1 Tarik of
academic year 2016-2017)**

THESIS

**Written to Fulfill One of the Requirements for the Completion of Graduate
Degree Program in English Education**

PUPUT RUPIYANTI

NIM. 20131111047

**ENGLISH DEPARTMENT FACULTY
OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURABAYA**

2017

MOTTO
THE THING THAT YOU HOLD ON YOUR MIND IS SPIRIT WHEN
STRUGGLE SOMETHING. DON'T FORGET TO TRY AND PRAY

DEDICATION

This research is dedicated from my big family, my husband (sunawan), son (Rafa), my beloved mother (Wiwik), my father (Soliq) and my friends in English Department '13 especially for Krian thanks a lot of your loving, support, guidance, and pray. May Allah bless all of you.

HALAMAN PERSETUJUAN PEMBIMBING

Skripsi yang ditulis oleh Puput Rupiyantri ini telah disetujui oleh dosen pembimbing untuk diujikan tanggal 4 Agustus 2017

Dosen Pembimbing	Tanda tangan	Tanggal
I. Gusti Nur Hafifah, S.Pd, M.Pd
II. Vega Hesmatantya, S.Pd, M.Pd

Mengetahui:

Ketua Program Studi Pendidikan Bahasa Inggris,

Drs. Wijayadi M.Pd

HALAMAN PENGESAHAN PANITIA UJIAN

Skripsi ini yang ditulis oleh Puput Rupiyantri telah diuji dan dinyatakan sah oleh Panitia Ujian Tingkat Sarjana (S1) Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Surabaya sebagai salah satu syarat memperoleh gelar Sarjana pendidikan, pada tanggal 4 Agustus 2017.

Dosen Penguji	TandaTangan	Tanggal
I. Gusti Nur Hafifah, S.Pd, M.Pd
II. Sulton Dedi Wijaya, M.Pd
III. Waode Hamsia, S.Pd, M.pd

Mengetahui,

Fakultas Keguruan dan Ilmu Pendidikan

Universitas Muhammadiyah Surabaya

Dekan,

Endah Herdarwati, SE,M.Pd

PERTANYAAN TIDAK MELAKUKAN PLAGIAT

Saya yang bertandatangan dibawah ini:

Nama : Puput Rupiyantri

NIM : 20131111047

Fakultas : Keguruan dan Ilmu Pendidikan

Program Studi : Bhs. Inggris

Menyatakan bahwa skripsi yang saya tulis ini benar-benar tulisan karya saya sendiri, bukan hasil plagiasi, baik sebagian maupun keseluruhan. Bila kemudian hari terbukti hasil plagiasi, maka saya bersedia menerima sanksi akademik sesuai ketentuan yang berlaku di Universitas Muhammadiyah Surabaya.

Surabaya, 28 July 2017

Yang membuat pernyataan,

(PUPUT RUPIYANTI)

Nim: 20131111047

ACKNOWLEDGEMENT

Thanks to God Bless for His guidance and protection I have finished this study as one of the requirements for the completion of graduate degree program in Department of training Teacher and education Faculty of Muhammadiyah University of Surabaya.

Peace and solution are always offered for the Propet Muhammad, the Nobles creature ever, who had led us from the Jahiliyah to Islamic era.

The researcher realizes that she cannot complete this graduating paper and it would be impossible to mention of them. The researcher wishes, however, to give the researcher sincerest gratitude and appreciation to;

1. Dr. dr. Sukadiono M.M as Rector in University Muhammadiyah of Surabaya
2. Endah Hendarwati, SE, M.pd as Dean of Faculty of teacher training and educationin University Muhammadiyah of Surabaya
3. Drs. Wijayadi M.Pd as Head of English Department program who would like permit to this study. As without his approval and permission this study will never exist
4. Gusti Nur Hafifah, S.Pd M.Pd as the first advisor who would like to make time, energy, and though for advising and directing me during the arrangement this thesis. I learn many things from every story told during the consultations.
5. Vega Hesmatantya, S.Pd, M.Pd as the second for the inspiring and invaluable experiences. Though this writing absorbs lots of energy, I do find another thing to discover.
6. I sincerely thank to the Headmaster of SMAN 1 Tarik and the teachers accompanied me during the research. Being there was such an interesting experience with their warmth welcome. I also thank to the teachers and students of SMAN 1 Tarik who were voluntarily participate in this study.

7. I also gratefully thank to all my lecturers for all of the knowledge shared who support the references for this study.
8. To my beloved big family who always support me, and pray of my life successfulness.
9. The big family UnMuh in Class Krian.
10. All of my friends in Krian, especially To Icha, Anggun, Intan, and Mita who always accompany me in finishing this graduating paper.
11. Finally, my best regard to those who supported me during this completion and again, words will never enough to replace all what I have got.

Surabaya, July 31st2017

The researcher,

TABLE OF CONTENTS

HALAMAN JUDUL.....	i
MOTTO AND DEDICATION	ii
HALAMAN PERSETUJUAN PEMBIMBING	iii
HALAMAN PENGESAHAN PANITIA UJIAN	iv
PERTANYAAN TIDAK MELAKUKAN PLAGIAT	v
ABSTRAK	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	ix
LIST OF TABLE	xii
LIST OF FIGURES.....	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION	1
1.1 Background of the research.....	1
1.2 The question research.....	4
1.3 Objective of the research.....	5
1.4 The significance of the research.....	5
1.5 Scope and Limitation of the Study.....	6
1.6 Definition of Key Terms	6
CHAPTER II LITERATURE REVIEW	7
2.1 Approaches to Teaching Writing	7
2.2 Exposition text	9
2.3 Authentic Assessment	10
2.4 Constructed-response Item.....	14
2.5 Higher Order Thinking.....	16
2.6 Previous Study	18
CHAPTER III RESEARCH METHODS	21
3.1 Research Design.....	21
3.2 Subject of the Research.....	22
3.3 Research Instrument.....	22

3.3.1 Observation	22
3.3.2 Field notes	23
3.3.3 Interview	23
3.3.4 Documentation	24
3.4 Data and Source of the data	24
3.5 Data Collection Technique.....	24
3.6 Data Analysis	25
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....	27
4.1 The Implementation of Constructed Response Items in Hortatory Exposition Text to Promote Students' Higher Order Thinking Skills.	27
4.1.1 The Implementation of Constructed Response Items in Hortatory Exposition Text.....	28
a. The Implementation of ConstructedResponse Items Asking about Language Features of Hortatory Exposition Text	28
b. The Implementation of Constructed Response Items Asking about Generic Structure of Hortatory Exposition Text	30
4.1.2 The Implementation of Constructed Response Items to Promote Students' Higher Order Thinking Skills.	31
a. The Implementation of Constructed Response Items which Asking Students' Opinion toward Purpose of Hortatory Exposition Text	32
b. The Implementation of ConstructedResponse Items That Relates Material with the Real Life of Using Hortatory Exposition Text	35
c. The Implementation of Constructed Response Items Asking Students' Reason Choosing the Topic and Students' Argument.....	36
d. The Implementation of Constructed Response Items That Use Persuasive Tactic.....	37
e. Result of Analyze of Student's Higher Order Thinking When Responds Teacher's Open Ended Questions.....	39
4.2 The Strength and Weaknesses of Constructed Response Items in authentic Assessment of Hortatory Exposition Text.....	39
4.2.1 The strength of Constructed Response Items.....	40
4.2.2 The Weaknesses of Constructed-response items	41
CHAPTER V CONCLUSION AND SUGGESTION	43
5.1 Conclusion.....	43
5.2 Suggestion	44

REFERENCES.....	46
CURRICULUM VITAE	49
APPENDICES.....	50

LIST OF TABLES

	Pages
Table 2.1 Types of Authentic Assessment adopted by O' Malley and pierce	13
Table 2.2 General Rubric for Critical Thinking Involving Good Judgment adapted by Susan Brookhart (2004:92).....	18
Table 3.1 Research schedule	24
Table 4.1 levels of responses from teachers' open ended question that asking purpose of the hortatory exposition text.....	33
Table 4.4 Result of the strength of Construct response items.....	40
Table 4.4 Result of the Weaknessess of Construct response items.....	41

LIST OF FIGURES

	Pages
Figure 2.1 Teacher's role in teaching writing	8
Figure 2.2 Teaching process in writing question in learning	9

LIST OF APPENDICES

	Pages
Appendix 1 Transcript of learning Process	50
Appendix 2 Observation chek list and field notes	63
Appendix 3 The levels of students' response from teacher's open ended question in learning	66
Appendix 4 Opening interview	71
Appendix 5 Closing interview	75
Appendix 6 Teacher's lesson plan	75
Appendix 7 Slide of power point of hortatory exposition text by the teacher	83
Appendix 8 Pictures of leanring process'	89
Appendix 9 Pictures of SMAN 1 Tarik.....	93
Appendix 10 Surat Ijin Penelitian Sekolah	94
Appendix 11 Surat Keterangan dari SMAN 1 Tarik.....	95
Appendix 12 Berita Acara Bimbingan Skripsi.....	96
Appendix 13 Persetujuan Revisi	97

REFERENCES

- Ahangari,S., Ghorbani,Z., & Hassan zaedah,Z. 2015. *The Effect of Types of Assessment (Cloze, Open-Ended, True False) on Iranian Upper intermediate Male and Female EFL Learners' Reading Comprehension Proficiency*. Modern Journal of Language Teaching Method.Vol.5(2): 12-21
- Ary et al. 2010. *Intoduction to research in Education*. Canada: adsworth, Cengage Learning
- Barrahal, S. L. (2008). *Thinking about thinking*. Phi Delta Kappan, 90(4), 298-302
- Brookhart S.M.2010.*How to Assess Higher Order Thinking in Your Classroom*, USA;Virginia.
- Brown, H. Douglas. 2004. *Language Assessment: Principles and Classroom Practices*. USA: Longman.
- Bryman.A & Burges.R.G. 1994. *Analyzing Qualitative Data*. London: Routledge
- Creswell.J.W. 2009.*Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. UK: Sage Publication.inc.
- Cumming, J. J, & Maxwell, G. S. (1999).*Contextualising authentic assessment*. *Assessment in Education: Principles, Policy & Practice*, 6(2), 177-194
- Denton, P. (2007).*Open-Ended Questions*. Responsive Classroom
- En,D.L. 2015. *Using Question to Develop Students'Higher Order Thinking*. Hongkong: University of Hongkong, Pokfulam, Hongkong SAR.
- Gerrot & wignel.1994.*Making sense of functional Grammar*. Gerd Stabler.
- Halpern, Diane F. Winter. (1999). “*Teaching for critical thinking: Helping college students develop the skills and dispositions of a critical thinker.*” *New Directions for Teaching and Learning* (80), p. 69.Jossey-Bass.
- Herman, J.L ., Asbacher P.R., and & L. Winters.(1992). *A practical Guide to Alternative Assessment*. Alexandria, Va: Association for Supervision and Curriculum Development
- Jozsef.2001.*Advance writing in English as a Foreign Langugae*. Pécs:Lingua Franca Csoport
- Kementerian pendidikan dan kebudayaan. 2016. *Tentang Sumber Belajar Penunjang PLPG*.Jakarta: Depdikbud

- Kritt, D. 1993. Authenticity, reflection, and self evaluation in alternative assessment. *Middle school journal* 25 (2) : 43-45
- Norris, S. P., & Ennis, R. H. (1989). *Evaluating critical thinking*. Pacific Grove, CA: Critical Thinking Press & Software.
- O'Malley, J. M., and Pierce, L. V. 1996. *Authentic Assessment for English Language Learners: Practical approaches for teachers*. New York: Longman.
- OECD. <http://edupost.id/internasional/pendidikan-indonesia-berada-di-peringkat-ke-57-dunia-versi-oecd/> downloaded on December 9th 2016
- Permendikbud Republik Indonesia No. 66 tahun 2013 *tentang Standard Penilaian Pendidikan*, Jakarta: Depdikbud
- Pollards, L. 2008. Lucy Pollard's *Guide to Teaching English*.
- Prasetyo, A. 2016. "Kemampuan Berfikir Tingkat Tinggi dalam Pembelajaran Bahasa Inggris." *Linguistic Id.* Retrieved from: <http://linguistikid.com/kemampuan-berfikir-tingkat-tinggi-pembelajaran/> February 2017
- Punch, Keith. 2000. *Developing Effective Research Proposals Essential Resources for social research*. London: Sage Publications, Inc.
- Ranoptri, D. "Kurikulum Nasional. 2016. "Guru Harus Tahu Inilah Hasil Revisi Final Kurikulum 2013. Retrieved from; <http://www.kurikulumnasional.net/2016/02/guru-vtredvharus-tahu-inilah-hasil-revisi.html>. downloaded on February 14, 2017
- Raynolds, L.J.E., G. Carol., & G. David. 2013. *Authentic Assessment for Critical Thinking Skills*. Hellingstone: Higher Education Academy. <http://www.heacademy.ac.uk/resources/detail/ntfs/ntfsprojects>
- Richards, J.C & Renandya, W.A. 2002. *Methodology in Language Teaching*. New York: Cambridge University Press.
- Richards, J.C. & Schmidt, R. 2002 *Longman Dictionary of Language Teaching and Applied Linguistics*. London: Pearson Education.
- Seow, Anthony. 1995. *The writing process and process writing*. TELL, 11(1), 60–63
- Sumardi, T. (2016, June 14). Revised, *2013 Curriculum Ready to Use*. Jakarta: Suara Pembaruan,

Tankersley.K. 2007.*Test that teach: Using Standardized Test to improve instruction.*North Beauregard: ASCD.

Yin.R.K.2011.*Qualitative research from start to finish.* USA: The Guilford Press