

## **CHAPTER I**

### **INTRODUCTION**

This chapter is an introduction on this research that present a brief of description background of the students' higher order thinking in writing hortatory exposition text appropriately using constructed response items. Subsequently the background of this research is followed by the question research, objective of the research, significant of the research, limitation, and definition of key terms.

#### **1.1 Background of the research**

Education is the process of life in all part in order to be good life, it opens doors for people of all backgrounds. One of the benefits of education is to be success, because it expands the human mind with knowledge. However, education in Indonesia still requires repairing and development especially for English in learning and teaching. Based survey of OECD, the level of Education Indonesia occupied fifty seven positions from sixty five countries. (OECD.2016) Therefore, it proofs that education in Indonesia still has several problems related to quality and access as well as the even distribution of well-trained teachers. The government expectation the alteration of revised 2013 curriculum did not only rely on students' intelligence but also their ability to compete with other nations. The learning system encouraged students to think critically and creatively. (Sumardi.T. 2016). Therefore, improving the education quality requires developing learning process in Indonesia.

There are several activities of learning process consist of; learning objectives, instructional material, teaching methods, learning media and assessment. The learning can be success if the students' result are evaluated appropriate the Education Assessment Standard. So, learning cloze relate testing to know the result learning class. Testing and assessment synonym but there are differences meaning in each other. Tests are students' response of performance being measured and evaluated which prepared administrative procedures that occur at identifiable times in a curriculum. On other hand, assessment is ongoing process that envelops a much broader domain. Assessment is at whatever time a student response to a question offers an argument or tries out a new word structure

in students' performance that obtained from assignment by teacher. (Brown, 2004:3)

Assessment becomes crucial issue in education because in the learning process, assessment is required by the teacher to evaluate the development, ability and responsibility of the students. Therefore, the learning assessment must be done continuously to decide and monitor the progress students' achievement. Furthermore, the Indonesian Minister of Education and Culture regulation number 66 year 2013 defines educational assessment as a process of collecting and processing information to measure the student learning outcomes which includes: authentic assessment, self-assessment, portfolio-based assessment, daily tests, mid-term test, semester test, competence level examination, quality examination of competence level, national examination, and school examination.

Authentic Assessment refers an evaluation process that involves multiple forms of performance assessment that reflecting students learning, achievement, motivation, and attitudes on instructionally- relevant classroom activities. (O'Malley&Pierce.1996: 4) The government rules determine that authentic assessment obviously relevant with scientific approach in learning method as demand 2013 curriculum. The assessment is not only assessment of learning but also assessment of learning and assessment for learning. Thus it applies to measure student's affective, cognitive and pshychomotoric (Ranoptri.2016). It aims to relate the student's work with real life assessment as authentic as possible.

Prior to this, the authentic assessment have three kinds forms are performance tasks, portfolio, self-assessment beside on the O'malley's (1996:4) book. The book mention that one kinds of authentic assessment is performance task that have two forms are orally and writing. The one types of authentic assessment in performance students' writing is constructed-response items that will be discussed in this research. (O'Malley & Pierce.1996:12). It will explain the students' response when answering the question is not limited answer. It means students' response in writing to open ended question. Open-ended questions are ones that require more than one word answers.

Beforehand, the constructed-response items explained as performance task which one types of the authentic assessment. Performance based tasks need to incorporate higher-order thinking skills and have an authentic reality to real world tasks (Cumming & Maxwell1999). So performance in learning process can be stimulate the students' higher order thinking because this assessment more creative and variation. In the same line authentic assessment is not monotone like traditional assessment which the assessment cannot assess the all of students' skill in English. The statement support by O'malley's theory said that constructed-response items is a type of performance assessment in which students read or review textual materials and then respond to a series of open ended questions eliciting comprehension and higher order thinking. ( O'Malley& Pierce.1996: 13). It means the performance tasks of constructed-response items are implemented to advance the assessment in learning process with expectation promote the students' higher order thinking skill in English.

In earlier describing the performance tasks that demands student perform as orally and writing in O'malley and Pierce's book. The assessment in learning process should use for all of English skill in this case. The election of authentic assessment is good choices because with it teachers can assess the four English skills consist of; listening, speaking, reading, and writing. Writing is the one of the students' skill before the reading. Generally, human can write from what they read. For that reason, the assessment that will be discussed in this research is only writing skill.

In *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah* (2016: 168) explains that the genres of selective class taught in the senior high schools are recount, report, proverb, riddle, leaflet, banner, factual report, and hortatory exposition text. One of the genres that will be analyzed is exposition text which explaining about the process of implementation of constructed-response items in authentic assessment can promote students higher order thinking skill. It will be implemented in second semester at 11<sup>th</sup> grade. The exposition text is the difficult genres for students because in this matter require the critical thinking to learn it. The students' thinking require encouraged practice of creative assess. This statement is supported by Prasetyo (2016) article wrote that the students' higher

order thinking skill can exercise through activities where learners are extended a problem which formed HOTS (higher order thinking) with various questions. (Linguistic id.2016).Hence, the researcher chooses the specific kind of writing is hortatory exposition text to promote students' higher order thinking skill in this study.

SMAN 1 Tarik is one of senior high school in Sidoarjo that implement authentic assessment and still developing. SMAN 1 Tarik is located in Jalan raya Janti Tarik Sidoarjo. The consciousness of the sparseness of traditional assessment made the school consideration to the introduction of performance test, portfolio assessment, observation, interview, and so forth since 2013 curriculum is implemented. At the time the school developing students' skill especially English in this issue. Traditional assessment is still implementing in this school as final exam because the authentic assessment is time consuming. Thus the combination of traditional assessment and authentic assessment takes some positive impact in the learning process of English. From the preliminary interview with the English teachers who use authentic assessment, the researcher found that the revision of the assessment system in teaching English seems to be an urge for the teachers to apply various teaching methods and followed by various types of the test implemented in the classroom. Because, if only use traditional assessment in English class cannot evaluate the all of English skills. Whereas, learners are demanded declare that learning applied in real life by curriculum standard.

Concerning to the issue above, the writer is interested in conducting research of paper entitled The Implementation of Constructed-Response Items in Authentic Assessment of Writing Exposition Text to promote Students' Higher Order Thinking Skill at 11<sup>th</sup> Grade in SMAN 1 Tarik.

## **1.2 The question research**

1. How is the constructed-response item implemented in authentic assessment of writing exposition text to promote students' higher order thinking skill?
2. What are the strengths and the weaknesses of constructed-response item in authentic assessment of writing exposition text?

### **1.3 Objective of the research**

1. To describe how the constructed-response item implemented in authentic assessment of writing exposition text to promote students higher order thinking.
2. To identify the strengths and the weaknesses of constructed-response item in authentic assessment of writing exposition text.

### **1.4 The significance of the research**

This result of the research has several significant parts for some subject. In other word it is expected that;

1. For the researcher

This study will be useful for the researcher as the preparation to be a professional teacher in creating the authentic assessment especially for constructed-response item in the future. The researcher hopes to get knowledge and comprehend how does constructed-response item of writing exposition text to promote the students' higher order thinking skills in 11<sup>th</sup> level especially for this issue.

2. For the teacher

This research will be helpful for the teachers to improve the perception, knowledge, and understanding about the implementation of authentic assessment especially for constructed-response item to promote students higher order thinking skill in writing exposition text.

3. For the students

This research will be useful as creative practice for English assessment with expectation to encourage their order thinking from prior knowledge relate the real life. Students practice their writing skill in exposition text from critical assessment. It is assessment also can be non-monotone activities if benefited as well as possible. When it does properly, expected students demonstrate HOTS in writing exposition text and better than before.

4. For the policymaker

The findings of this study will serve as an input to evaluate the implementation of the assessment in teaching English and the result of the evaluation will be useful to revise the system of assessment in the English teaching in senior high school in this case.

5. For the reader

This study will be useful to get input about the authentic assessment of constructed-response items and how task is able to promote the students' higher order thinking skill in writing exposition text.

### **1.5 Scope and Limitation of the Study**

This research deals with the implementation of constructed-response items in authentic assessment. The context is limited on learning process in writing hortatory exposition text. Thus, the researcher describes the implementation of constructed response by the teacher and how it can promote student's higher order thinking skills. Hindering misunderstanding the research limits higher order thinking is only a critical thinking in creating a good judgment when response in learning process of writing hortatory exposition text.

### **1.6 Definition of Key Terms**

1. Constructed-response item; a type of performance assessment in which students read or review textual materials and then respond to a series of open ended questions eliciting comprehension and higher order thinking. (O'Malley&Pierce.1996: 13)
2. Authentic Assessment; an evaluation process that involves multiple forms of performance assessment reflecting the student's learning, achievement, motivation, and attitudes on instructionally-relevant activities. (O'Malley&Pierce.1996: 4)
3. Hortatory Exposition Text; the main social function of hortatory exposition text is to persuade the reader or listener that something should or should not be the case. (Gerrot& Wignell.1994: 198)
4. Higher order thinking; One of the definitions of higher order thinking is critical thinking is reasonable, reflective thinking that is focused on deciding what to believe or do (Brookhart S.M.2010: 4).