

CHAPTER II

LITERATURE REVIEW

The concept of the theoretical which related of the researcher described in this chapter. This discussion contain some aspects are; Writing, Exposition Text, Authentic Assessment, Constructed-Response Item, Higher Order Thinking. The description of conceptual will be used as basic understanding and standard to analyze this study.

2.1 Approaches to Teaching Writing

Writing is one kind of skill and activity in English learning. In teaching writing teacher should choose appropriate matter based on the students level. Since this activity require knowledge to note ideas or to draw something. This statement supported by Jozsef (2001:16) said that the writing involves the development of design idea, the arrest of mental representations of acquaintance, and of experience with subject. Thus writing is included difficult matter especially for L2 in this issue. Richards & Renandya (2002:303) argued that there is no doubt that writing is the most difficult skill for L2 students to master. The difficulty deceives not only in generating and organizing ideas, but also in translating these ideas into readable text. Therefore teachers' role is so influencing toward the effectiveness in learning process of writing. The instructor should teaching students about the stages involved in process writing which aimed pupil can good write. Hence the teacher role is significant in development pupils written. So, what is the teacher role in learning process of writing?

One of the most important components of writing in learning students, as discussed earlier in the section of writing process. It is one of the teacher's roles when learning English of writing. Pollard (2008:51) believed that teacher's role is to guide students through stages one uses when writing.

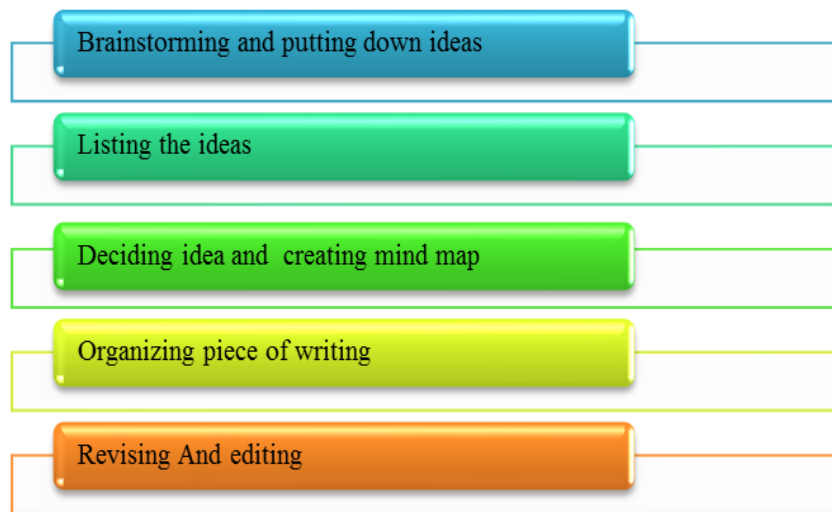


Figure 2.1 Teacher's role in teaching writing

Based on the concept above it can be drawn that teachers' role is not only to give exercise of writing but also encourage students with brainstorming to get topic or ideas which want to be wrote. Previously teacher write lesson plan include the keyword vocabulary what will be wrote and discussed in learning process. It is imagined in learning process teachers stimulate students with give the clue vocabulary that relate the topic. After that instructors select what are the sentences that make a list to be discussed. Thus teacher can be done mind mapping in learning process. Next teacher preparation of the first draft, it focused on organizing the piece of writing. This stage can add the conjunction in this action. The final process is checking the written and revising if found any error with editing the result of written.

In addition Seow (1995:60) in Richards and Renandya (2002: 303) explained the process approach to teaching writing, which consist of four basic stages are planning, drafting, revising, and editing. In the same way, before the instructors teach writing should have planning which will be learned. The relationship this basic stages with teacher's role which explained by Pollard can be illustrated that before learning process instructor design the lesson plan as reference of learning activities be organized. The learning process has the guide what are the activities that done in class. For example planning means that teacher help students to brainstorming, so before learning teacher knows that what are the

topics will be discussed as guide students input. And drafting showed that instructor the focus at this stage is organization of the piece of writing. And the end are revising and editing is done to correct to be right answer, it means teacher give feedback from students' result.

Richards & Renandya (2002:315) drew the figure of the teaching process in writing to facilitate the discussion in above;

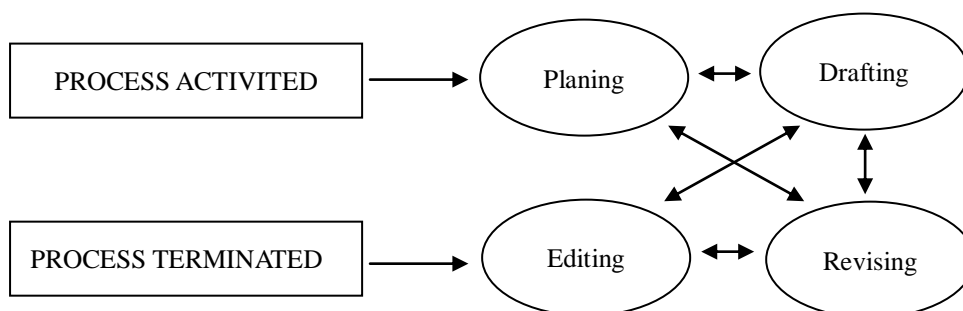


Figure 2.2 Teaching Process in writing

2.2 Exposition text

Writing has genres in learning English as a foreign language. One kind of genres writing in this analyze is exposition text. Exposition texts are two forms, analytical exposition and hortatory exposition text. It explained in the Gerrot and wignell (1994:156) book that analytical exposition is purposed to persuade the reader or listener that something in the case. In the other hand hortatory exposition text is aimed to persuade that something should or should not be the case. The differences both of them is the last finalizing steps form analytical exposition is finished reiteration and the hortatory text is ended with recommendation. It means an exposition persuades a reader or listener by presenting one side of an argument or judgment. This type of text can be discovered in scientific books, journal, magazines articles, academic speech or lectures, research report etc. In this research will be focused on hortatory exposition text because conditioned of time of learning in second semester

Hortatory exposition has three generic structure are; Gerrot and wignell (1994:166)

- a. Thesis: Announcement of issue concern. It means this first paragraph introduce the phenomenon what will be wrote.
- b. Arguments: Reasons for concern, leading to recommendation. This included the arguments what will be recommendation the reader. The arguments can be drawn a good judgment in the text.
- c. Recommendation: statement of what ought to or ought not to happen. It refers restatement of the all paragraph of writing hortatory exposition. Since this part is summing up the discussion in exposition text so students should emphasis their argument to persuade reader.

In *Sumber Belajar Penunjang PLPG* (2016:2) described the lexicogrammtical features in hortatory exposition text have four kinds there are;

1. Focus on generic human and non-human participants: except for speaker or writing referring to self
2. The use material processes: The statement from what happens (based the issue based evidence)
3. Using Present Tense: the sentence use simple present tense although sometimes simple perfect tense apply in this subject.
4. Using conjunction: because, and, but, even though.

2.3 Authentic Assessment

Authentic Assessment defined by O'Malley and pierce (1996:4) is an evaluation process that involves multiple forms of performance assessment that reflecting students learning, achievement, motivation, and attitudes on instructionally relate classroom activities. The forms of Authentic Assessment in this book mention there example. Firstly, performance assessment compress with any form of assessment in which the student construct a response orally or in writing. Secondly, portfolio assessment is a systematic collection of student work that aimed demonstrates progress over time with regard to instructional objectives. Thirdly, student self-assessment gives opportunities for the learners to self-regulate learning, and the responsibility of appraising his or her own progress.

Other expressions help to define the meaning of authentic assessment. In a broader sense, assessment is any systematic approach for collecting information on student learning and performance, usually based on different sources of evidence. Alternative assessment involves approaches for finding out what students know or can do other than through the use of multiple-choice testing or traditional assessment. The significant use authentic assessment is because not all the skill can be assess with traditional assessment like speaking and writing especially for English as Foreign language learners in this case. Therefore, is a subset of these alternative evaluation processes, and is based on the assumption that there is a much wider spectrum of student performance that can be displayed than that limited by short-answer, standardized tests. This wider spectrum should include real-life learning situations and meaningful problems of a complex nature not solved with simple answers selected from a menu of choices like multiple choice items.

Herman.et all (1992) listed the characteristics of student performance that should be considered in authentic assessment. There are;

- a. *Constructed Response*: The student constructs responses based on experiences he or she brings to the situation and new multiple resources are explored in order to create a product. It means students learn as creative as possible in demonstrate their result based on the English skill which have their own.
- b. *Higher-Order Thinking*: Responses are made to open-ended questions that require skills in analysis, synthesis, and evaluation. Analysis involves divorcing information into its parts and then comment to give argument with that information. Synthesis involves setting parts together to form a new whole. Synthesis-level tasks require arranging ideas in a new or original way. Evaluation involves judging the value of materials and methods for various aims.
- c. *Authenticity*: Tasks are meaningful, challenging, and engaging activities that mirror good instruction often relevant to a real-world context.
- d. *Integrative*: Tasks call for a composite of skills that integrate language arts with other content across the curriculum with all skills and content

open to assessment. It is usually the students expected to perform.

- e. *Process and Product*: Procedures and strategies for deriving potential responses and exploring multiple solutions to complex problems are often assessed in addition to or in place of a final product or single-correct-response.
- f. *Depth in Place of Breadth*: Performance assessments build over time with varied activities to reflect growth, maturity, and depth, leading to mastery of strategies and processes for solving problems in specific areas with the assumption that these skills will transfer to solving other problems.

Authentic assessment is important assess what considered to apply for English as foreign language learners as well as for students in grade level classroom. The use authentic assessment as demand for teacher in Indonesia that ruled in *Standar Penilaian Pendidikan* (2013:1) describe that it is applied comprehensively to assess start input, process, and output of students result of learning. Time and management skills are required to design and apply this assessment, and judgment is required in teaching conclusions about students learning and students' progress. With this type of assessment teacher can monitor all of students' progress from the first time students get learning until students result of task.

Assessment has two terms based the functions are commonly identified in the literature: formative and summative assessment. Brown (2004:6) said that formative assessment is evaluating students in the learning process of developing learners' competencies and skills with the goal of helping them to continue that growth process. It means all of the activities in process refer response students toward teacher's question in learning. It focuses ongoing development of the learner's language. So when teacher give feedback for students' error is offered in order to improve the learner's language ability. Thus, this research analyzes the assessment focus on formative assessment in learning process.

Based on the O'Malley book mentioned describing the types of Authentic Assessment and the advantages it. There are;

Table 2.1 Types of Authentic Assessment

Assessment	Description	Advantages
Oral interviews	Teacher ask student questions about personal background, activities, readings, and interests	<ul style="list-style-type: none"> • Informal and relaxed context • Conducted over successive days with each student • Record observations on in interview guide
Story or Text Retelling	Students retell main ideas or selected details of text experience through listening or reading	<ul style="list-style-type: none"> • Student produces oral report • Can be scored on content or language components • Scored with rubric or rating scale. • Can determine writing processes.
Writing samples	Students generate narrative expository, persuasive or reference paper.	<ul style="list-style-type: none"> • Student produces written document • Can be scored on content or language components • Scored with rubric or rating scale. • Can determine writing processes.
Project / Exhibition	Students complete project in content area, working individually or in pairs	<ul style="list-style-type: none"> • Students make formal presentation, written report or both. • Can observe oral or written products and thinking skills • Scored with rubric or rating scale.
Experiments / Demonstrations	Students Complete experiment or demonstrate use of materials	<ul style="list-style-type: none"> • Students make oral presentation, written report or both. • Can observe oral or written products and thinking skills • Scored with rubric or rating scale.
Constructed-Response Items	Students respond in writing to open-ended questions	<ul style="list-style-type: none"> • Students produce written report • Usually scored on substantive information and thinking skills products and thinking skills • Scored with rubric or rating scale.
Teacher observations	Teacher observe student attention, response to instructional materials, or interactions with other students	<ul style="list-style-type: none"> • Setting in the classroom environment • Takes little time • Record observations with anecdotal notes and rating scale.
Portfolios	Focused in collection of student work to show progress over time	<ul style="list-style-type: none"> • Integrates information from a number of sources • Gives overall picture of students performance and learning

Assessment	Description	Advantages
		<ul style="list-style-type: none"> • Strong student involvement and commitment • Calls for students self-assessment.

From list on above this research will be focused on authentic assessment type is constructed-response items that will describe in the next section.

2.4 Constructed-response Item

In O'malley and Pierce's (1996:4) book described that one of the types of authentic assessment is build response that included the performance task form. This is a type assessment in student's learn engages read or review text material and then respond to a series open-ended question resulting comprehension higher order thinking skill for learners. The assessment often concentrates on how students *use* information rather than *how much* they remember of what has been taught. This assessment is found as type of developing students' response in an argument based their skill and knowledge. Thus the students are able to respond critically thinking in a variety of different ways appropriate the grade ELL (English language learner).

These types of assessment in authentic assessment represent on the kinds of thinking and reasoning skills students apply in classroom, demonstrate problems or questions that are typical of classroom instruction, and promote students apply classroom learning in real-life settings. In the same word the learning that implements construct response items encourages students' reason or thinking relate actual condition.

According to Denton (2007:46), one effective way to develop children's curiosity, reasoning ability and creativity is by asking open-ended questions, those with no single right or wrong answer. Instead of predictable answers, open-ended questions elicit fresh insights and ideas, opening minds and enabling teachers and students to construct knowledge together. Open-ended question can be defined as a test item that aids the test taker to answer in his or her own way, in comparison to questions with restricted multiple-choice possibilities (Richards & Schmidt, 2002).

For implement open-ended questions to be effective, it's critical that we ask them with real curiosity about children's thinking. Tankersley (2007:4) constructed-response questions purpose to apply knowledge, skills, and critical thinking abilities to real-world, standards-driven performance tasks. The significance is to encourage students' knowledge beside their English skills and relate other course like science or information that being phenomenon to discuss in learning process. Tankersley (2007:3) believe that if we examine the content standards now in place in most states, we will observe that they need students to use higher-order thinking and reasoning skills rather than just memorize content information. This assertion on higher-order thinking reflects the philosophy that while content acquaintance and basic skills are important, it is the ability to reason and implement those skills that really demonstrates mastery of content.

Teachers are familiar with using question to determine students' comprehension that said by O'malley and pierce's (1996:118). It means teacher asking familiar topic when create question for students. In this context, teacher applies the open ended question in formative assessment that considerate students' prior knowledge depend on the level. Teacher adapts topic of question based on students' experience. On this page, students respond independently to some comprehension question posed by teacher.

Another important assessment occurs in the questions asked during teacher conferencing. Teacher selects questions to ask will depend on the students' response, the purpose of the writing, and your instructional focus for any particular students. It described in O' Malley and Pierce theory about writing conference in assessment of writing, mention questions might ask students are:

1. *How did you choose the topic?*
2. *Did you write about something you did or something you read?*
3. *Before you wrote, did you talk about the topic someone?*
4. *Before you wrote, did you make a plan? write an outline*
5. *When you have a problem writing or get stuck, what do you do?*
6. *Did you write a draft?*
7. *Did you edit what you wrote and then rewrite it?*
8. *What do you look for when you edit?*

9. *What was hard in writing? What was easy?*

10. *What do you want to do better in writing?*

Kitt (1993) in O' Malley And Pierce (1996:150) believed that one assumption in asking these types of question is that students will later internalize them. Students should be able to ask themselves questions like these as a guide directive to their own writing as they develop constructive methods to advance their writing overtime. For that reason that conferencing should be done in a positive and supportive manner rely on the student's perception.

2.5 Higher Order Thinking

Teachers in content ESL should ask students open ended question orally and in writing that build on these level thinking. One type of questions for quality thinking is evaluation toward students' opinion, judgment, and decision that adapted by O' Malley and Pierce (1996:184). The evaluation thinking skill assesses judge the quality, worth or credibility of information or arguments.

The meaning of higher order thinking skill in the research defines based on purpose. Brookhart (2010:4) consider the kinds of higher-order thinking into three categories: (1) those that interpreted higher-order thinking as terms of transfer, (2) those that interpreted it as terms of critical thinking, and (3) those that interpreted it as terms of problem solving. One of the most common goals of teaching is to develop students' critical thinking skills. (Halpern, 1999). Consider this issue the researcher analyzes higher order thinking in this study as terms of critical thinking. Critical thinking is reasonable, reflective thinking that is focused on deciding what to believe or do. (Norris & Ennis, 1989, p. 3)

Another example in this category Barahal (2008:299), defines that critical thinking is "artful thinking", which includes reasoning, questioning and investigating, observing and describing, comparing and connecting, finding complexity, and exploring viewpoints. Many kinds of critical thinking in English but researcher will analyze the judgment critical thinking in this research. One kind of higher-order thinking is "critical thinking" in the sense of applying prudent or wise judgment to a situation. It means students' argument critically thinking is when response the teacher questions have qualities of good judgment,

prudence, and wisdom. It focuses on students' skill argue their opinion follow the evidence when they speak or write something.

The instances of the kind of judgment that students are able judging the credibility of a source (especially important in the Internet age base on the evidence); figuring out what an advertiser for a product, service, or candidate wants the reader or viewer to believe and what persuasive methods are used; valuing the usefulness of a text or a concept for one's own life and aims; and determine what to say or how to say something in various academic and classroom situations. This kind of judgment requires evaluating the credibility source, identifying peer's assumption, persuasive tactic. The credibly source and peers use for reading assessment, persuasive tactics is for writing assessment. (Brookhart.2010:84). Thus, this study analyzes persuasive tactic assessment for students' higher order thinking skill in writing hortatory exposition text especially formative assessment. Thereby students expand their knowledge and thinking skill not only in English but also know about the updated information and follow the global era.

Brookhart (2010:86) describe that assessing judgment is to assess students' use of critical judgment, give them a scenario, a speech, an advertisement, or other source of information. Then ask them to create some sort of critical judgment. The types of judgments she consider here include evaluating the credibility of a source of information, identifying assumptions implicit in that information, and identifying rhetorical and persuasive methods. In evaluating credibility of a source has received a lot more attention since the Internet media age began. So, teacher should give the right example source of credibility information like web address or license blog. In give feedback for pupils the instructors have criteria or rubric to examine the student's result in create judgment. One of the characteristics of "educated" people is that they reason, reflect, and make sound decisions on their own without prompting from teachers or assignments. In her book mention three criteria evaluation of students' higher order thinking when create the argument or judgment. The criteria are for instance;

- Clear appropriate statement of the main point.
- Appropriateness of evidence
- Soundness of reasoning and clarity of explanation.

The criteria designed in the table in this book;

Table 2.2 General Rubric for Critical Thinking Involving Good Judgment adapted by Susan Brookhart (2004:92)

	2	1	0
Thesis (Judgment of persuasive tactic) etc	Thesis is clear, is complete, and answer the question posed by the problem task.	Thesis is clear at least partially answer the question posed by the problem task.	Thesis is not clear, or does not answer the question posed by the problem task.
Evidence	Evidence is accurate relevance, and complete	Evidence is mostly clear, relevant, and complete	Evidence is not clear, relevant, or complete
Reasoning and clarity	The way which the evidence support the thesis is clear, logical, and well explained.	The way in which the evidence supports the thesis is mostly clear and logical. Some explanation is given	The way in which the evidence support the thesis is not clear, is illogical, or is not explained.

From the above table thesis it means an essay or students argument when analyze questions until build responses. The maximum point of the students' response is critically thinking get six point and the minimum obtain zero point.

2.6 Previous Study

The presence of some previous studies is purposely to give the comparison of research. There some studies discuss authentic assessments, one of the relevant studies is constructed response items type that using open ended question. In addition the research refers higher order thinking is also included in this part. Thus, to know more about the detail of the some relation research that found, here is the explanation.

The first previous research is entitled "The effect of types assessment (cloze, open-ended, True False) on Iranian Upper Intermediate Male and Female EFL Learners' Reading Comprehension Proficiency". It analyzed open ended question that other name of constructed-response items. This research used quantitative study was conducted two high schools in Roodbar, Guilan. In this study was found that using a composite some assessments are cloze, open-ended, true-false has significant effect on reading comprehension of Iranian upper

intermediate EFL learners. This study aimed to investigate the effectiveness of using different types in reading comprehension assessment. In this study explained that assessment has strength among each other. One types of assessments is open ended question was analyzed by Ahangari (2015:12), it is same types of assessment discussion. In this research believed that the constructed-response question (open ended question) has strength is elicit fresh insights and ideas, opening minds and enabling teachers and students to build knowledge together. It means using open ended question is one of the assessments which can improve the students' critical thinking and teacher too. In the other hand the differences found in the material which learned and the method. In my research focus on writing exposition text and using qualitative research design in implementation of constructed-response items. Whereas, this research is combination some assessments in reading that has significant effect to build learners' comprehension that used quantitative research design to analyze.

The second research is En's dissertation (2015:12) described about "Using Question to Develop Students' Higher Order Thinking". The subject for this study was an English teacher at a local primary school. The research problems included three discussion were; to identify how many of each levels of questions does an in-service teacher ask in ESL context, to describe what are teacher beliefs towards the use of questions in developing higher-order thinking skills, and mention what influence her questioning practice. The aim of this case study was not to criticize teacher's equerry assignment , but to get a better comprehending of the real apply of questions with regard to students' higher-order thinking advance. The researcher discovered that minority the questions asked were higher-order questions (5%) whereas many higher-order questions were asked (79%).The similarities is analyze using question or assessment to develop higher order thinking in the case study as method of research design. Whereas, the differences in this study of assessment that used by teacher to encourage students' higher order thinking is too general. It does not mention what are the assessment type which used by teacher. In addition not only the type of assessment which being differences but also in case of; it analyze all of English lessons, chose primary school grade, and the theory was adapted by Diaz.

The third prior research who wrote by Raynold showed that in general, academics not understanding utterly of critically thinking or the skills and characteristic that complement it. (Raynolds.et all. 2013:20). Raynolds and the other professor wrote study was “Authentic assessment for critically thinking”. Their believed towards this analyze described would enable academic staff to better articulate what critical thinking is to students, removing it from disciplinary silos thus allowing students to apply their skills in a variety of contexts. It analyzed students from Health Sciences and Law at UniSA and students from the Master’s in Visual Culture Studies and Museum and Gallery Studies at the University of Westminster. They research using mixed method approach was arrested, the evidence from which notified their conceptual framework for the emerging pedagogy. This research is same discussion about the authentic assessment for critically thinking (one of parts higher order thinking) with my research. But the assessment which implement in this research is not specific types of authentic assessment like my research, research focus use constructed-response items in authentic assessment of writing hortatory text. Their method of research use mixed method is different with my research is qualitative method.

The last relevant study researched “Developing Higher Level Thinking” who wrote by Limbach & Waugh (2009:1). The research concluded learning process which implemented for development of higher Level thinking skills can successful requires the good instructional techniques and the commitment active students that means accustom apply the method student-centered learning. They research applied the qualitative research design. The purpose of this research was to inform the teacher who interesting with art of pedagogies that can be employed to develop students’ higher order thinking skills considered for a quality life. The subjects in this research are only mention the students and the teachers not clarify the specific who are them. The similarity object is about development students’ higher order thinking. Likewise my research is observation for item assessing to promote students higher order thinking too. Their research that identifies the step process to developing students’ higher order thinking differ with my research is about the authentic assessment especially constructed-response items in writing exposition text.