

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter discusses the finding of the research with deals the implementation of constructed-response items on the learning process of Hortatory Exposition Text by the teacher. This Finding is divided into two main parts: (1) Describing how the constructed-response item implemented in authentic assessment of writing exposition text to promote students higher order thinking. (2) Identifying the strengths and the weaknesses of constructed-response item in authentic assessment of writing exposition text.

#### **4.1 The Implementation of Constructed Response Items in Hortatory Exposition Text to Promote Students' Higher Order Thinking Skills.**

Teacher implemented the constructed-response items to get the goal students are able to response higher order thinking as their level. The constructed-response item is one of the authentic assessments which implemented in this class especially for writing Hortatory Exposition Text material. Formative assessment of teacher question that learned for students' development when create judgment or argument in hortatory exposition text is analyze by researcher. Step - step of teacher in assessment on implementation of constructed-response items are discussed in this sub chapter. On the other hand teacher talked to ask students' response that using open ended question is being analyze. The students' responses are investigated to complete data from this implementation to observe how far the students' higher order thinking that possessed. In implementation of constructed response items teacher used open-ended question which useful to measure students' comprehension toward material of hortatory exposition text and to promote students' higher order thinking, students produced good judgment or argument critically thinking in the class when response teacher's questions.

The formative assessment of writing hortatory exposition text by teacher is object observation. Beside that researcher analyze how the teacher assesses students writing in give exercise and feedback. Despite researcher analyzed the ways of teacher give assignment of writing hortatory exposition text researcher does not analyze the students' result of writing. Researcher is only analyze how

teacher gave feedback toward students response in orally or writing.

The implementation of constructed response items of the teacher was proofed by the lesson plan especially for four, six, seven and eight point in the main activity. In this implementation teacher gave opportunities for students to answer freely and permit speak Indonesian. For one, two and third point of main activities were conditioned by teacher invited students create judgment or argument to respond. In the lesson plan teacher mentioned the topic is facebook but in actually teacher discussed some topic to asked students.

#### **4.1.1 The Implementation of Constructed Response Items in Hortatory Exposition Text**

This implementation focus to assess students' comprehension toward review text material or teachers' question based on the grammatical features and generic structure of hortatory exposition text. This discussion describe about how to teacher elicit students' comprehension in hortatory exposition text.

##### **a. The Implementation of Constructed Response Items Asking about Language Features of Hortatory Exposition Text**

Hussein and Pulungan in PLPG (2016:2) described the lexicon grammatical features in Hortatory Exposition Text have four kinds there are;

- Focus on generic human and non- human participants
- The use material processes
- Using present tenses
- Using conjunction.

Firstly teacher discussed some topic not only for human but also non-human participants, like mentioned the topic about cleaning the school, the important of laptop, internet for students. After the teacher mentioned some topic, to know the student's comprehension teacher asked that using comprehension question. In the prior discussion teacher explained this grammatical features on text directly, in the middle time of learning process teacher used open ended question asking students analyze the text. He has been said "who is person that persuaded in this text"?, "what are the important issue in this text"?. (asking interest ideas). Thus, the researcher discovered that this implementation for

grammatical features of “focus on generic human and non- human participants” was applied to know the students’ comprehension (see appendix 1).

In the other condition, the grammatical feature of using tenses was also implemented constructed response item in hortatory exposition text. Teacher invited students to analyze language features of hortatory exposition text that present in the slide. In this section learning process use students-centered method that practice their knowledge about grammar. It was obtained from dialog during observation;

*Teacher : what are the tenses that using in this thesis?*

*Students : .....(silent....) Simple present*

*Teacher : How do you know it use simple present? Dari mana kalian bisa menyimpulkan bahwa ini menggunakan tenses simple present*

*Students : Menggunakan to be is. Now days, in modern era, I think internet is very important for students*

Teacher said “How do you know it use simple present”, it is open ended question that reflect students to analyze the text about tenses. Teacher invited students to found the word that demonstrate present tenses.

In different condition for using material processes and using conjunction teacher described, presented slide of material of grammatical features of both and clarified with the simple sentences and wrote in the white board. Both of grammatical features had been learnt with explanation, teacher didn’t using constructed response items in the class for it. The researcher considers they are simple features do not require discuss completely.

Teachers are familiar with using question to determine students’ comprehension that said by O’malley and pierce’s (1996:118). Based on the observation have correlation with O’ malley and pierce theory that when teacher learnt of material required the comprehension question. On the other hand, the student responds independently to several comprehension question posed by teacher.

### **b. The Implementation of Constructed Response Items Asking about Generic Structure of Hortatory Exposition Text**

In this activity students identified the sample of hortatory exposition text to find the generic structures and language features of this text. According Gerrot and Wignell (1994:166) hortatory exposition text have three generic structure; thesis, argumentation, and recommendation. In this section teacher explained the generic structure; the first we created a thesis as introductions, the second was argumentation as our reason to persuade someone to should did something, the third we created an recommendation to convinced the other person why should did something as our goal. Teacher learnt generic structure and language features as guidance standard competency in order to students created the text hortatory exposition text correctly.

Pollard (2008:51) believed that teacher's role is to guide students through stages one uses when writing. Teacher's roles are brainstorming and putting down ideas, listing the ideas, deciding idea and creating mind map, organizing piece of writing, revising and editing. Based on that theory in the observation researcher has been found that teacher brainstorming the ideas about cleaning in the school, and then he asked what suitable title to writing hortatory exposition text. He asked some students to make a thesis sentences about the topic with implement constructed response items. He said some questions are

*“If I have a topic cleaning in the school what is the interest title? How do convince other person that it is important to do?”(see appendix 1)*

Next teacher listed the students' responses and decided idea without creating mind map. He organized the piece of writing be thesis sentences completely. Teacher did not continue the revising and editing directly. Teacher was only revising and editing in the end time of learning when he assessed students to write hortatory exposition text and discussion together.

Teacher did not explain the completely strategies of writing for argumentation structure and recommendation structure because time is passed quickly.

#### **4.1.2 The Implementation of Constructed Response Items to Promote Students' Higher Order Thinking Skills.**

The implementation of constructed response items has some ways. The ways of teacher assess analyzed with using theory by O'malley, pierce, and Susan. In beginning class teacher had been waited the students collect in selective class. Because this class from the some students in several class. The selection class is not decided how long the time of learning, but teacher appropriate the left of time learning after the duty material learned. If the teacher asks the difficult questions the students cannot answer time is consuming merely.

According O' Malley time and management skills are needed to design and use these assessment and judgment is required in reaching conclusion about students learning and student progress. (1996:6). In teacher's lesson plan time organized for two hours teacher can assessed three point of generic structure of hortatory exposition text. There were thesis, argumentation and recommendation. But in the real activity of learning process the main activity teacher had been passed two point are students' thesis and students' argument. Although teacher read the definition of recommendation but teacher had not time to asking students' comprehension about recommendation.

The end of learning process teacher gave exercise for students to write of hortatory exposition text. In the beginning teacher asked what the tittle. Teacher asked some students about five until six students. Next teacher asked what thesis in the students' written of hortatory exposition text. Teacher gave feedback if found something to require the students' result.

*One of the teacher's talk about giving feedback for student A; according to A, his title is "why students need breakfast in the morning"? if we perfect how the appropriate tittle for it? And the other students answer The important of breakfast for students" (see appendix 1). After that teacher rounded class, answer when students get difficulties.*

The implementation of constructed response items to promote students higher order thinking level has ways that discuss in the next sub chapter.

**a. The Implementation of Constructed Response Items which Asking Students' Opinion toward Purpose of Hortatory Exposition Text**

Teacher selected questions to ask will depend on the students' response, the purpose of the writing, and your instructional focus for any particular students that wrote by O' Malley and Pierce (1996:150). They believed that this question it is positive manner and rely to development students' perception when writing. Based on the theory researcher found that in learning process, teacher implemented constructed-response items which stimulate students' response ask purpose of written of hortatory exposition text. One of the evaluation questions for quality thinking is to ask the opinions like teacher does asking about the purpose of the material.

Firstly, teacher asks question to measure students' comprehension toward applying Hortatory Exposition Text. In this step, teacher assessed whether students had been read the Hortatory Exposition Text that be discussion of material at the time. Teacher asked some questions that become standard or criteria of the students' comprehension about the purpose of hortatory exposition text. It is purposed to know how far students understanding the material. This statement is proved by result of the researcher observation on the teachers' question; (Appendix 1)

*Teacher invited students to think that purpose of the hortatory exposition text was to persuade reader or listener to should do something. He said that in this text what we should do. Students answered that we argued in this text. After that teacher asked, why we gave the reason? And then students answer that the reason was to persuade other person to do what we want as our goal.(see appendix 1)*

From the explanation above can be shown that it is not only to know students' comprehension but also for knows purpose of the text. Teacher did not mention what were the purpose directly, but he stimulate students from the using hortatory exposition text when include reason or argument have a particular goal. It is way of teacher to invite students analyze the material, can decide the purpose of the text.

In his experience when teacher studied in the school he had ever got the material and didn't know what are the purpose and it's complicated to comprehend. So, when students learn material the expectation it is not only recall but also to apply in the real context. This discussion has been obtained from interview between researcher and teacher. The result point of the interviews as follows;

*According the teacher, asking the purpose of the material is so importance to measure students' comprehension and to expand mind what are the importance of the material relate with real life and be apply because understand utterly.(see appendix V)*

Teacher asked many times what purposes of hortatory exposition text to elicited students' comprehension first, then teacher encourage students to demonstrate argument critically. Teacher used open ended question to ask purpose of the hortatory exposition text. Although not all of the questions was answered critically but teacher keep using construct response items to promote students higher order thinking. It obtained from the observation of learning process: (appendix 1)

Some open ended question from teacher to students which ask purpose of the hortatory exposition text, have some level. The criteria of students' responses are analyzed by Brookhart theory. It analyzes students' higher order thinking skills when response teacher's question and make a judgment in learning process adopted by Susan Brookhart (2010:86);

Table 4.1 levels of responses from teachers' open ended question that asking purpose of the hortatory exposition text.

<b>Question</b>	<b>Students' Responses</b>	<b>Point</b>	<b>Remarks</b>
1. Why do you give the reason?	To convince the other people in order to do what we want.	6	Thesis: 2 Evidence: 2 Reason and clarify: 2
2. Why we should create as many as possible reason in this hortatory exposition text	To, follow to persuade	3	Thesis: 1 Evidence: 1 Reason and clarify: 1
3. Why salesmen need hortatory exposition text?	To persuade buyer	5	Thesis: 1 Evidence: 2 Reason and clarify: 2
4. Why Indonesia need hortatory exposition text?	-	0	Thesis: 0 Evidence: 0 Reason and clarify: 0

Question	Students' Responses	Point	Remarks
1. What is the purpose of this text?	To convince the students internet is very important	6	Thesis: 2 Evidence: 2 Reason and clarify: 2
2. What is the purpose of this text?	To persuade reader	5	Thesis: 1 Evidence: 2 Reason and clarify: 2

\* Refer appendix III to see the level of responses from teacher's open ended question in learning process.

Based on above table some question is evaluated decide three criteria; thesis, evidence, and reasoning clarify.

Thesis is evaluated as clear appropriate statements of the main point.

2 point : Thesis is clear, is complete, and answer the question posed by the problem task.

1 point : Thesis is clear at least partially answer the question posed by the problem task.

0 point : Thesis is not clear, or does not answer the question posed by the problem task.

Evidence is evaluated as appropriateness

2 point : Evidence is accurate relevance, and complete

1 point : Evidence is mostly clear, relevant, and complete

0 point : Evidence is not clear, relevant, or complete

Reasoning and clarify is evaluated of soundness reasoning and clarify explanation

2 point : The way which the evidence support the thesis is clear, logical, and well explained.

1 point : The way in which the evidence supports the thesis is mostly clear and logical. Some explanation is given

0 Point : The way in which the evidence support the thesis is not clear, is illogical, or is not explained.

One of the questions on above the students could not answer. If the all of students didn't answer the question and silent, the teacher gave treatment for example brainstorming ideas to students. Teacher gave some clue to stimulate students' ideas appropriate the question.

*When teacher asked why Indonesia needs hortatory exposition text, all of the students were silent, after that teacher gave clue family planning. Then some students answered that government in Indonesia needs hortatory exposition text to*



*make program of family planning because Indonesia have a lot of people. Thus students tried to found the answer because teacher brainstorming idea, and they could concluded that Indonesia requires program of family planning.*

#### **a.The Implementation of Constructed Response Items That Relates Material with the Real Life of Using Hortatory Exposition Text**

In far too many classrooms, teachers did not involve students to think intensely or move beyond the basic knowledge and comprehension level. But not all of the teacher have been learnt it. Teacher in SMAN 1 Tarik learnt English in hortatory exposition text involved the material with the real life. He asked some open ended question which stimulating question like; “What are your reason?” “Why do you think so?”, “how do you apply for your life”? In the other words teacher correlate the material relevant the real life of using this text.

(see appendix 1)

This type of authentic assessment like O’ Malley and pierce theory (1996:13) that focuses for drawing kinds of students thinking and reasoning toward review teacher’s questions or text material, present problem or question, that are typically classroom instruction, and encourages students to apply classroom in real life setting. Teacher applied open ended questions that relate the real life like asking about the job that using hortatory exposition text and ask the sample of application in profession. Teacher involved students to think job which appropriate this text. If students had been found the answer teacher ask why do think that the job need hortatory exposition text, and give sample topic that by that profession.

After students found the job that using hortatory exposition text teacher asked students’ reason of their answer. In this implementation is not easy because students asked to demonstrate their ideas to make a wise judgment as their answer. But in the learning process, about 30 percent students can answer critically thinking as their level. Although in the early only three until four from thirty two of students can answer critically thinking step by step the other students follow and try to answer. In this implementation students used Indonesian but the teacher keep implementation constructed response to promote students thinking with support like translating students’ reason ploddingly. For example, if students

chose government, why are governments need hortatory exposition text? etc (see appendix1)

If the students could answer why the job need hortatory exposition text they tried to find sample of the hortatory exposition text that used based profession each other. Teacher asked the sample program or topic that using by the job. Give example government program! etc. (see appendix1). According the teacher he always ask the purposing of the material to apply in the real life because when students learn something in this class have to know aims and they can apply when graduation and get a job. Thus, teacher asked what are job which need hortatory exposition text.

Teacher asked profession that using hortatory exposition text is one of the question samples that relate real life. The other simple questions teacher asked students' experience when persuade other person to get their goal. It is one of the questions which stimulate students mind to find the experience that relate with using hortatory exposition text.

#### **b. The Implementation of Constructed Response Items Asking Students' Reason Choosing the Topic and Students' Argument.**

Another important assessment occurs in the questions asked during teacher conferencing. It described in O' Malley and Pierce (1996:150) theory about writing conference in assessment of writing, mention questions might ask students are: *How did you choose the topic? What do you want to do better in writin?*. In this observation, early teacher asked students' topic of hortatory exposition text. Then teacher tried to give clue of idea to stimulate students' thinking to get inspiration of idea. Teacher asked what are the students' reason choosing this topic and what are the argument that convince the reader to make a good hortatory exposition text. (see appendix1)

*Students : Join dance club. When we ask my friend to join dance club*

*Teacher : Yes, That's right...Ehmm,,annisa have a topic "Join Dance Club"  
What do you want?*

*Students : Agar banyak siswa mengikuti Dance Club tersebut.*

*Teacher : You want your friend to join your Dance Club. So, What will you*

*do that.*

*Students : Dengan memberikan argument untuk mengikuti Dance Club.*

*Teacher : Can you give example of your reason? .....alasannya apa Annisa....Apa yang teman kamu dapat kan ketika mengikuti dance Club kamu.*

*Students : Kita bisa mempelajari beberapa jenis banyak tarian, seperti tarian Traditional*

*Teacher : Only that? Hanya itu berikan alasan lebih!*

*Student : Hemm,,menambah kepercayaan diri kita. Dengan mengikuti Dance Club siswa akan menambah kepercayaan diri mereka, dan juga bisa mengikuti trend masa kini. Seperti fashionable*

In this section after teacher asked the students' topic and constructed students' argument suitable the topic teacher help students with give example reasons to reinforce of their topic in hortatory exposition text. The students had been responded higher order thinking in create a judgment. These analyze of the criteria level argument or reason can be shown at appendix III. The other dialog between teacher and students about asking topic and argument let see appendix 1.

Kritt (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.

In addition teacher gave support for students to make more creative argument when writing hortatory exposition Text. Teacher believes that "The more argument we have the better will be to get the goal." It means teacher gave comprehension that students who create more argument is well and more convince the reader to should do something what we want.

### **c.The Implementation of Constructed Response Items That Use Persuasive Tactic.**

According to Susan (2010:92) when assessed student judgment, we invite students identify persuasive communications, give students the text of speech, an

advertisement, editorial, etc. She gave famous example to use persuasive tactics that designed promote students' higher order thinking in create a judgment. It means teacher asking familiar topic when create question for students. In this context, teacher applied the open ended question in formative assessment that considerate students' prior knowledge depend on the level. Teacher used topic of question based on students' experience. On this page, students respond independently to some comprehension question posed by teacher.

On the above theories researcher observe that teacher chose familiar topic to interest students' response and get the point of the material. Teacher used open ended question to give opportunities of students advance their thinking and responding the issue or topic. In the beginning parts of learning process on hortatory exposition text teacher stimulated students' thinking to identify of hortatory exposition text with the some question. In this bellow, some utterances in learning process in the beginning parts of learning process that implement constructed response items.

- Teacher* : do you need internet? Is it important for us?
- Students* : yes, internet is very important for students.
- Teacher* : Yes, so, it is very important for us. What is the purpose of this text?
- Students* : To convince the students that internet is important
- Teacher* : Ok, Do you discover where is the thesis?
- Students* : (collectively students read) Now days, in modern era, I think internet is very important for students (the students can identify where the part of thesis)
- Teacher* : Why is the writer says that internet is very important for students?
- Students* : to show that internet is important as introduction.
- Teacher* : Ok good, so who is persuaded? Siapa yang dibujuk?
- Students* : (Collectively answer) Students.....

According the teacher internet was familiar topic for students because they often using internet for education or for media communication like social media. When teacher asked what is facebook? Students completely answer it is social media. When teacher asked can you mention social media except the facebook,

act in unison answer; instagram, pad, bbm, whatsapp, line, twitter and etc. It is proofed that teacher using constructed response items that giving material topic as way to promote students higher order thinking skills.

**d. Result of Analyze of Student’s Higher Order Thinking When Responds Teacher’s Open Ended Questions**

An analysis of the observation check list and field notes that implementation explain partly on above indicated that the most of the questions asked by the teacher were answered higher order thinking. The researcher has been focused that form of finding be students’ response involving judgment critical thinking. Data shows that students achieve 60% of create judgment critically thinking when answer the open ended question. From the data it is directed thirty three questions that answered from thirty five of teacher’s questions. And medium level is 29% that sum of responses are fourteen judgments. Whereas the lowest point is 11% responses are identified in the observed lessons which seven responses.

Table 4.2 Levels of students' responses involving judgment critically thinking

Level students response	Total number of Question Asked	Percentage of Total Response (%)
Low point 0-2	4	11%
Medium Point 3-4	10	29%
High Point 5-6	21	60%

\*Refer to Appendix III to see the levels of responses from teacher’s open ended question in learning process

The students’ response is evaluated by the Susan’s theory, it has been explained in chapter two what are the category of rubric score. The data is obtained by the script of the learning process between teacher and students.

**4.2 The Strength and Weaknesses of Constructed Response Items in authentic Assessment of Hortatory Exposition Text.**

The implementation of constructed-response items have strengths and weaknesses. According the O’ Malley (1996) theories said this implementation is have strength which resulting comprehension higher order thinking skill for

learners. But in the implementation researcher discover not only the strength but also the weakness from it.

#### 4.2.1 The strength of Constructed Response Items

From the discussion on above can be drawn that constructed-response items carry the class be students-centered classroom, so students were active to response the material. Teacher has big responsibilities build the creative and innovative teaching to promote students responses involve judgment critical thinking. Thus teacher advance pedagogy, the art of teaching to make class be communicative with using open ended question that promote students' critically thinking. Teacher appreciated the students' responses with give opportunities for students answer freely although using national language or Indonesian in this situation. Students were also can create judgment critically thinking because students were free to answer of teacher's question that using open ended question. Students tried relate the material with the real life at least use the hortatory exposition text based on their experiences. Surely, teacher can elicit the students' comprehension when receive the material, until they are able to create not only recall. All of the students' skills were assessed there are four skills. Teacher asks using English and students' response in English too it means two skills are assessed (listening and speaking). Students analyze the sample of hortatory exposition text is reading skill assessed. The final learning process teacher assessed students' writing. The result of the discussion can be summary in this table.

Table 4.3 Result of the strength of Construct response items

Impact on	Strength
<b>Students</b>	Students have to think critically to create a judgment or argument. It means students can apply wise judgment or produce reasoned critique.
	Students can apply the material with the real life in the future.
	Students can not only recall but also create argument (in writing or orally) that relate the standard competency of indicator.
	All language skills are assessed. Speaking when

<b>Impact on</b>	<b>Strength</b>
	responding, listening from the teachers' explanation, reading the material in the slide, and writing from exercise in the final class.
<b>Teacher</b>	Teacher elicit the student's comprehension about hortatory exposition text
	Teacher advance learning process with creative and innovative teaching.
	Teacher has to appreciate process as well as product of learning.

#### 4.2.2 The Weaknesses of Constructed-response items

The implementation of constructed-response items have weaknesses. The researcher has been discovered this issue from the observation directly in the class. In learning process the implementation of construct response items is consuming time. Students spent much energy to response and thinking the material. Students use national language (Indonesian) because teacher absolves students to answer freely. For the teacher, using open ended question is consuming time to waiting the students response if the students do not understanding the question. Teacher have minority students that speaking English when response the material. So, speaking is staying applied but do not communicative class in English effectively. Teacher translates students' argument to motivate use English in class. Teacher needs more energy to translate what are the students' responses because using Indonesian.

Table 4.4 Result of the weaknesses of Construct response items

<b>Impact On</b>	<b>Weaknesses</b>
Students	The learning process is time consuming
	Students spent much energy to response and thinking the material.
	Students' response orally in Indonesian.
Teacher	The teaching is time consuming.
	Teacher still translate students' response in English

This page intentionally left blank