

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter contains the conclusion and suggestion derived from the results of the research;

#### **5.1 Conclusion**

The research investigates teacher implementation of constructed response items in writing of hortatory exposition text. It observes how to teacher implement construct response items in formative assessment to promote students' higher order thinking skills. Then analyze about the strength and the weaknesses of this implementation. For the observation of the implementation researcher divides this implementation to be two part discussion; the first about "the implementation of constructed-response items in hortatory exposition text", and the second about the implementation of constructed response items to promote students higher order thinking skills'.

The implementation of constructed-response items in writing of hortatory exposition is to elicit student's comprehension about language features and generic structure. For the language features teacher asks students by the text to analyze grammatical features directly. Not all of the fourth language features is asked by teacher, except using conjunction prior explained. For the learning of generic structure teacher explains previously then implement constructs response items to assess students comprehension toward material.

The implementation of construct response items in writing hortatory exposition text to promote students higher order thinking skills researcher discovered three implementation of constructed response items; asking students' opinion toward purpose of the writing hortatory exposition text, relate with the real life, asking students' reason choosing the topic and students' argument and use persuasive tactics. The implementation of constructed response items is applying the open ended question for the third implementation on above. The use of open ended questions and higher-order thinking skill development and to find out potential factors that affect her questioning practices in ESL context In SMAN 1 Tarik.

The constructed-response Item has been implemented in selection classroom SMAN 1 Tarik in the academic year of 2016/2017. In the implementation teacher use open ended question to promote students' higher order thinking skill when create an argument or judgment toward review material of teacher's questions. The findings of this study revealed that majority students' response in create an argument has been answered higher order thinking have high percentage (60%), whereas only few lower order thinking percentage (11%), and the reft percentage for medium students level (29%). The analysis of data was obtained by the observation and analyze adopted by O'Malley for using open ended question (1996:13) and Susan brookhart (2010:92) for analyze criteria higher order thinking level.

Teachers' open ended questions have strength impact on students' higher order thinking skill in create a judgment toward review material. Students can apply the material with the real life setting that using an argument or judgment. So, it is not only recall but also can create an argument on orally or writing. On the other hand the strength of this implementation of teacher, it can elicit students' comprehension about grammatical features and generic structure of hortatory exposition text. All language skills are assessed in this implementation especially for formative assessment for example, speaking and writing is responding teacher question, listening for teacher's explanation, reading toward review text material in the slide.

The weaknesses impact on students and teacher is discovered in this research. For the implementation of constructed response items is time consuming. Minority of the student responds using English. Students spent much energy to response and thinking material. And the teacher is still translating students' response in English.

## **5.2 Suggestion**

For teachers

The research finding shows that the implementation constructed-response item is one of the assessments has many positive effects for students and teachers in the

English teaching and learning in senior high school. It can be a positive inputs and an encouragement for the English teachers to be more creative to create questions higher order thinking with using open ended question. Students respond toward review material and they are able to answer higher order thinking from the teacher's open ended question. But it is not appropriate in speaking class. Teacher can appropriate the types of assessment appropriate the requirement as standard learning process. For the implementation of constructed response items can be shown that it is can to promote students' higher order thinking when create argument in hortatory exposition text because this material need critical argument to get the goal persuade other person.

On the other hand time for this implementation must be prepared. Beside this selection class the time is disorder that begin at 08.30 am because waiting the students are collected. And the learning process when teacher gives difficult questions students cannot answer the time is consuming melery.

For the students

The constructed response item is great assessment to promote students' higher order thinking but you have to response actively. This implementation for writing hortatory exposition text is appropriate because stimulate student's thinking when create judgment or argument in writing especially. But this implementation is consuming time and spent much your energy to think critically and correctly based language features and generic structure it.

For future researchers

There are still numerous areas to explore and study in terms of the English teaching to analyze types of authentic assessment in the local context, especially qualitatively. The other researcher will be analyze the types of open ended question that have high order thinking question to make be better when assess students foreign language in create argument. And the other researcher can analyze with using quantitative method to validate this theory that constructed-response items with other name open ended question can promote students' higher order thinking skill.