CHAPTER II
LITERATURE REVIEW

This chapter describes the theories which are related to the research. This section contains some aspects such as Writing, Teaching writing, Instructional chain method, Hortatory exposition text, and Higher order thinking skill. The explanation of conceptual will be used as basic understanding and standard to analyze this research.

2.1 Writing

Writing is one of the important skills in teaching English. In language learning, writing is one of the productive skills. So, this is an important part of second language learning and teaching. In (Harmer, 1998), it is stated that writing is a skill. These are basic language skills, just as important as talking, listening, and reading. This is the most difficult skill to learn. Writing includes the ability to express student opinions or be taught clearly and effectively in written form.

According to Byrne (1998:28) writing is an activity to produce a sequence of sentences arranged in a certain order and linked together in a certain way. When people write, they use graphic symbols, which are letters related to the sound they make when they speak. Furthermore, he stated that writing involves encoding messages. Writing is one of the important aspects in teaching and learning English in addition to listening, speaking and reading skills.Writing is a matter of elaborating text in accord with the writer can reasonably assume that the reader knows and expects.

Randal Holme (2004:160) in his own states, "Writing is an ability to make a form of words that in general it may have a higher truth value that than the fact that it has set it down". Range as cited in Rahmaniah (2013:36) a house is built brick by brick. First, the walls are built and then the roof is laid. We cannot put up the roof before the walls are built. And, in a paragraph we cannot skip from one idea to the next without arranging them properly and in a particular order. Ideas can be organized in the following ways: Chronological order; Order of importance; Order of climax; Logical connection between ideas.

2.2 Teaching Writing

Teaching is an activity in the learning process and explores knowledge and experience. Based on Brown (2000:7) states that teaching is guiding and facilitating learning, enabling learning, establishing conditions for learning. Teaching has a purpose. The aim of all our teaching is to train students for communication efficiency. Most language teaching is designed to teach students to communicate, but learning is regular.

Writing is very important because it is a basic language skill, just as important as speaking, reading, and listening. Students need to know how to write well, how to combine words into sentences, how to arrange sentences into paragraphs. Therefore, there are special considerations to consider that include organizing sentences into paragraphs, how paragraphs are joined together, and the general organization of ideas becomes a part of coherent discourse.

Nunan (2005:101) states that writing process involves several important steps to produce good writing. The teacher helps students to give instructions on how to do the writing process and get good writing products. The process begins by choosing a topic about what they will write. The writing process according to Nunan (2005:101) is explained as follows:

1.1.5   Pre-writing

This is the first step in the writing process. It aims to prepare what they want to write based on their data and knowledge. If they are ready for their ideas, they can write anything in their brain without worrying.

1.1.6   Writing

This is the second step after doing pre-writing. After they finish pre-writing, they can write their ideas chronologically. Next, they can add supporting sentences to explain the main ideas.

1.1.7   Revising

The next step is to revise which aims to get feedback from experts. The teacher has the role of copying the copy that corrects all spelling

and grammatical errors from the student's work. Next, the teacher helps students to make them feel interested in writing.

1.1.8 Editing

In this step, students correct all errors based on expert judgment. They must ensure that there is no content and grammatical error anymore.

1.1.9 Publishing

The final process is to publish their writing in a proper form. They can share their writing with others. Publishing is very important because it can encourage students to write more in the future. In addition, this can also be a way to appreciate the writing work of others.

2.3 Assessing Writing

According to Brown (2003:6) said that assessment is a specifically procedure designed to measure the skills and knowledge. The scoring rubric of writing is used to attain the reliability test. In other word, scoring rubric in writing was used both in pre-test and post-test. In this research, the writer adapted the scoring rubric of writing by Oshima and Hogue (2008). There are five aspects of students' composition/essay. The five aspects are format, mechanics, content, organization, and grammar and sentence structure. All element have different point range.

Table 2.1 Scoring rubric adapted by Oshima and Hogue (2008)

No	Categories	Criteria	Score
1.	**Content**	- **Exellent to verry good:** the paragraph is relevant; it is interesting to read; the paragraph has thesis, arguments, and recommendation.	25-19
		- **Good to average:** the paragraph is relevant; it is interesting to read; the paragraph has only three points of thesis, arguments, and recommendation.	18-13
		- **Fair to poor:** some sentences is irrelevant; it is interesting to read; it has only two points of thesis, arguments, and recommendation.	12-7
		- **Very poor:** mostly sentences are irrelevant; it is not interesting to read;	6-1

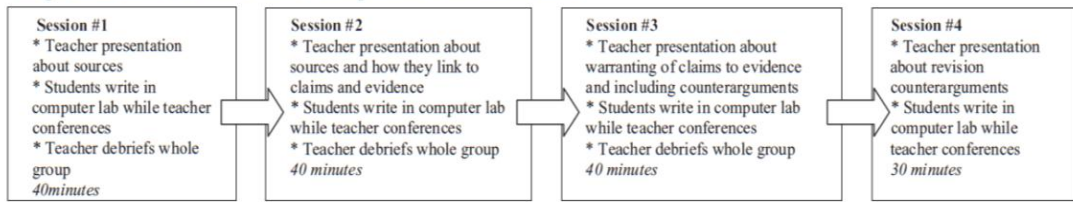| No	Categories	Criteria	Score
		has only one point of thesis, arguments, and recommendation.	
2.	Organization	- **Excellent to very good:** the paragraph has a topic sentence; it contains more than five supporting sentences which explain the topic sentence; it ends with a concluding sentence.	25-19
		- **Good to average:** the paragraph has a topic sentence; it contains only three supporting sentences which explain the topic sentence; it ends with a concluding sentence.	18-13
		- **Fair to poor:** the paragraph has a topic sentence; it does not contain several supporting sentences which explain the topic sentence; it ends with a concluding sentence.	12-7
		- **Very poor:** the paragraph has a topic sentence; it does not contain several supporting sentences which explain the topic sentence; it ends with a concluding sentence.	6-1
3.	Grammar and structure sentence	- **Excellent to very good:** the sentences are grammatically correct; it contains of simple past tenses and past continuous; it has the time signals.	25-19
		- **Good to average:** the sentences have little grammatically mistake; it contains of simple past tenses and past continuous; it has the time signals.	18-13
		- **Fair to poor:** the sentences are grammatically incorrect; it contains only simple past tenses; it has the time signals.	12-7
		- **Very poor:** the sentences are grammatically incorrect; it contains only simple past tenses; it does not have the time signals.	6-1
4.	Format and Mechanism	- **Excellent to very good:** there is a tittle and the Centre; the punctuation is all correct; capital letters are used correctly.	25-19
		- **Good to average:** there is a tittle and the Centre; there is a little mistake of punctuation; capital letters are used correctly.	18-3
		- **Fair to poor:** there is a tittle and the Centre; there are many mistakes of punctuation; capital letters are used correctly.	12-7
		- **Very poor:** there is a tittle in the left; there are many mistakes of punctuation; capital letters are used correctly.	6-1

2.4 Instructional Chains Method

Instructional chains method is an analytical method for capturing and illustrating the main instructional actions carried out by writing teachers to encourage the re contextualization of argumentative writing through a process-oriented learning approach. Hillocks (2002) argues that learning-oriented processes must be approved and became influential in research on written composition and the ways teachers explain their instructional practices. Processes that include conceptualization of learning to write are pre-writing or preparation, revision, and sometimes publishing.
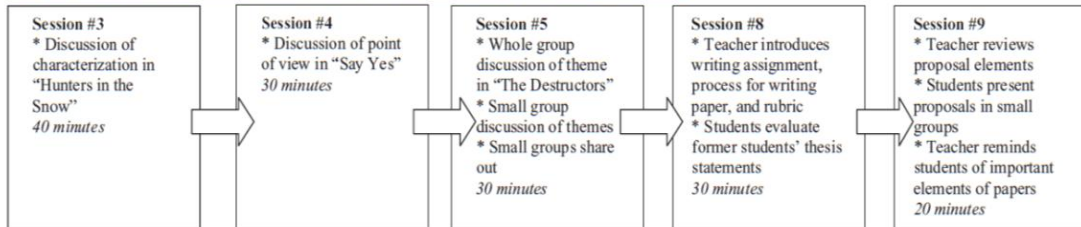
Smagorinsky & Smith (1992) argues that the implementation of the writing process has led to a lack of conceptualization of writing instructions based on the general model that ignores task-specific and contextual demands. So it is important for researchers to learn the implementation of writing learning in the classroom as a process that takes place from time to time so that they can learn more about what effective writing instructions are. Thus, as a researcher writes teaching learning and learning from argumentative writing in the classroom. This method has important involvement to understand complex and important knowledge needed for effective writing instructions.

Van Leeuwen's (2008) describe that re contextualization of social practices of argumentation in each instructional chain according to the following categories: participants, actions, performance, modes, condition of feasibility, presentation styles, time, locations, and resources (tools and material). The writer noticed patterns in how students were re contextualizing the social practices of argument across the instructional chains and chose to group the instructional patterns into categories in order to represent various instructional models represented by these teachers' instructional chains. Hillocks's (1986) categories for modes of presentation were a helpful starting point: presentational, natural process, environments, and individualized. The writer found that the majority of the teachers were teaching in an environmental mode or a combination of presentational with individualized, but overall category still represented different instructional patterns. The researcher then further divides these groups into three categories, each of which is described below:
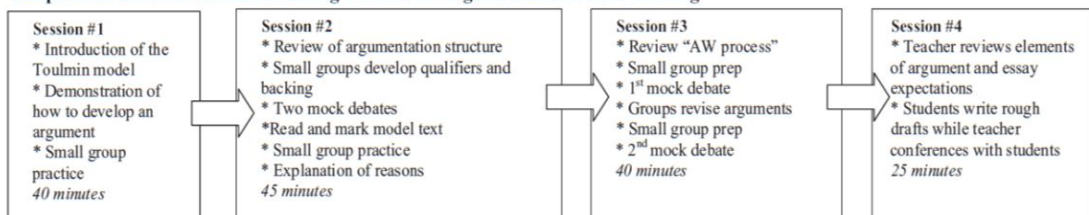
Sample Instructional Chain: Whole Group to Individual Instruction

Session #1	Session #2	Session #3	Session #4
* Teacher presentation about sources * Students write in computer lab while teacher conferences * Teacher debriefs whole group *40 minutes*	* Teacher presentation about sources and how they link to claims and evidence * Students write in computer lab while teacher conferences * Teacher debriefs whole group *40 minutes*	* Teacher presentation about warranting of claims to evidence and including counterarguments * Students write in computer lab while teacher conferences * Teacher debriefs whole group *40 minutes*	* Teacher presentation about revision counterarguments * Students write in computer lab while teacher conferences *30 minutes*

Sample Instructional Chain: Immersion in Topic Followed by Writing Workshop

Session #3	Session #4	Session #5	Session #8	Session #9
* Discussion of characterization in "Hunters in the Snow" *40 minutes*	* Discussion of point of view in "Say Yes" *30 minutes*	* Whole group discussion of theme in "The Destructors" * Small group discussion of themes * Small groups share out *30 minutes*	* Teacher introduces writing assignment, process for writing paper, and rubric * Students evaluate former students' thesis statements *30 minutes*	* Teacher reviews proposal elements * Students present proposals in small groups * Teacher reminds students of important elements of papers *20 minutes*

Sample Instructional Chain: Recurring Practice in Argumentation before Writing

Session #1	Session #2	Session #3	Session #4
* Introduction of the Toulmin model * Demonstration of how to develop an argument * Small group practice *40 minutes*	* Review of argumentation structure * Small groups develop qualifiers and backing * Two mock debates *Read and mark model text * Small group practice * Explanation of reasons *45 minutes*	* Review "AW process" * Small group prep * 1st mock debate * Groups revise arguments * Small group prep * 2nd mock debate *40 minutes*	* Teacher reviews elements of argument and essay expectations * Students write rough drafts while teacher conferences with students *25 minutes*

Picture 2.1 Sample instructonal chains for three patterns for instructional mode

2.5 Hortatory Exposition Text

Writing has a genre in learning English as a foreign language. One type of genre writing in analysis is exposition text. Exposition texts are two forms, analytical exposition and hortatory exposition text. Gerrot and Wignell (1994: 156) state that analytical exposition is intended to convince readers or listeners that there is something in the case. On the other hand hortatory exposition text aims to ensure that something must or should not happen. The difference between the two is that the final finalization step of the analytical exposition is complete repetition and the hortatory text ends with a recommendation. This means the exposition assures the reader or listener to present one side of the argument or judgment. This type of text can be found in scientific books, journals, magazine articles, academic speeches or lectures, research reports, etc. In this study will be focused on hortatory exposition text because of conditional study time in the second semester.

Hortatory exposition is one of the texts that must be learned by second-year high school students. Based on the Gerrot and Wignell (1994:166), hortatory

exposition text has three generic structure; thesis/generale statement, argement, and recomendation. Thesis/generale statement gives an introduction of the topic before further being explained. This gives an initial imagery to the main topics of the text. Moreover, thesis also functions to present the announcement of issue concern. Second is argument; here explain about 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. And the last is recommendation that explain about statement that should or should not be done based on arguments given. It refers restatement of the all paragraph of writing hortatory exposition. Since this part is summing up the discussion in exposition text to students should emphasis their argument to persuade reader.

According to *Sumber Belajar Penunjang PLPG* (2016:2) described the lexica grammatical 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 process: the statement from what happens (based the issue based evidence). (3) Using present tense: the sentence using simple present tense although sometimes simple perfect tense apply in this subject. (4) Using conjunction: because, and, but, even though.

2.6 Higher Order Thinking Skill

The teacher is ESL content must ask open questions to students in writing and in writing that builds this level of thinking. One type of question for quality adapted by O'Malley and Pierce (1996:184) is evaluation thinking skills assessing the value of quality, value or credibility of information or arguments.

The meaning of high-level thinking skills in this study is defined by purpose. Brookhart (2010:4) considers the types of high-level thinking into three categories: the first is interpreted as high-level thinking transfer terms, the second is interpreted as the term critical thinking, and the third is interpreted as the term problem solving. general is to develop students; critical thinking skills. Consider this problem, the researchers analyzed high-level thinking in this study as a term of critical thinking.

Another example in this category Barrahal (2008:299), defines that critical thinking is "smart thinking", which includes reasoning, questioning and investigating, observing and describing, comparing and connecting, finding complexity, and exploring points of view. The researcher will analyze the assessment of critical thinking in this study. One type of high-level thinking is "critical thinking" in the sense of applying wise or wise judgment to the situation. This means students' critical arguments are when students answer teacher questions that have good quality, prudence and wisdom. If you focus on students' skills, debate their opinions, follow the evidence when they talk or write something.

In other word, Aisyah & Setiawan (2009) states that higher order thinking skills (HOTS) is one way to increase critical and creative thinking and to give children experiences in thinking critically and creatively. Higher order thinking skill is the developing from learning domain that was created by Benjamin bloom. There are three domains of higher order thinking skill these ae cognitive, effective and psychomotor. Other theory from Hobri, et al (2018) higher order thinking skill is an important component of 21st century. It is an ability of thinking critically, creatively, and the ability of arguing, discuss making decision and solving problem. In the range of cognitive skill, higher order thinking skill includes analyzing (C4), evaluating (C5), and creating (C6). From the statements above the expertise claim that higher order thinking skill an important component in 21st century that can improve students' critical, creative, and the ability of solving problem. This ability was very needed to face the real life in the future. Students' need these ability because that will they face not only in the society but also the technological development.

Anderson and Krathwohl (2001) states that Kreathwohl's new Bloom Taxonomy in the cognitive aspect consists of six levels: remembering, understanding, applying, analyzing, analyzing and creating. Krathwohl's revision is often used in formulating learning goals that we often know with the terms C1 to C6. Changes to the terms and patterns of taxonomy of bloom can be described as follows:
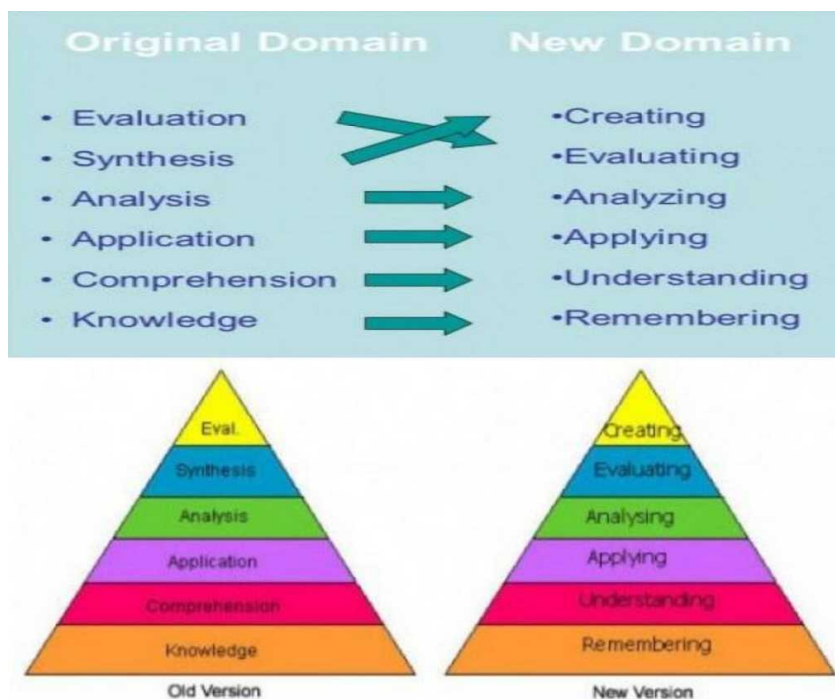
Picture 2.2 Level pattern of Taxonomy Bloom

The first three levels are the Lower Order Thinking Skills, while the next three are Higher Order Thinking Skills. In this case the writer analyzes the C6 (creating) which is shown in the writing hortatory exposition text material. In this aspect, students can combine parts to form something new and coherent or to make an original product.

According to Brookhart (2010:86), Assessing assessment is to assess the use of critical assessment of students, giving them scenarios, speeches, advertisements, or other sources of information. Then ask them to make a kind of critical assessment. The type of assessment he considers here includes evaluating the credibility of the source of information, identifying assumptions implied in that information, and identifying rhetorical and persuasive methods. In evaluating the credibility of a source it has received a lot of attention since the era of the internet media began. So, the teacher must provide an example of the correct source of credibility information such as a web address or license blog. In giving feedback to students, the instructor has criteria or rubrics to examine student outcomes in making judgments. One of the characteristics of "educated" people is that they reason, reflect, and make their own decisions without the encouragement of the teacher or task. In his book mention three criteria for evaluating high-level

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thinking of students when making arguments or judgments. These criteria for example; delete the right statement from the main point, conformity of evidence, and health reasoning and clear explanation.

2.6 Previous Study

The first previous research is the thesis entitled *"The Implementation of Contructed-Response Items in Authentic Assessment of Writing Exposition Text to Promote Students' Higher Order Thinking Skills"* by Puput Rupiyanti (2017). This research used qualitative research design was conducted in SMAN 1 Tarik on eleven grade of selective class IPS. It analyzed students' response in create an argument had been answered higher order thinking skills. In this study was found percentage revealed that majority students' who create an argument had been answered higher order thinking have 60%, the students' only few lower order thinking have 11% and the rest percentages for medium students level 29%. This study aimed to describe how the constructed-response item implemented in authentic assessment of writing exposition text to promote students' higher order thinking skills and to identify the strength and the weakness of it. The similarities of previous study and this research are writing skill, the genre of the text which is argumentative writing and also analyse students' higher order thinking skills. The differences are the method used in this research is instructional chain method.

The second prior research is written by Jennifer Van DerHeide and Gerge E. Newell (2013) in their journal with the tittle *"Instructional chains as a method for examining the teaching and learning of argumentative writing in construct an instructional classroom"*. Their believed towards this analyze described the process employed to construct instructional chain for a unit of literary argumentation in a 12th grade English language arts classroom. This study analyze both quantitative and qualitative to study the patterns of teaching and the many different classes. This research has some similarities with instructional chain method for learning argumentative writing (hortatory exposition text) with own researcher. But the research design in this research used both of quantitative and qualitative (mixed method) is different with own researcher is used quantitative method in quasi-experimental design.

The last relevant study researched *"Developing Higher Level Thinking"* who wrote by Limbach & Waugh (2009:1). The researcher 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 considerer for quality life. The subjects in this research are only mention the students and the teachers not clarify the specific who are them. The similarities of previous study and this research are analyze about students' higher order thinking skill. The differences are the method used in this research is instructional chain method.

Based on the three relevant research studies above, the researcher took research on "The Effectiveness of instructional chains method in writing hortatory exposition text to analyze students' higher order thinking skills" as a reference for further research.