

CHAPTER I

INTRODUCTION

This chapter is an introduction on this research that presents a brief of description background of the students' higher thinking order in argumentative writing using instructional chain method. It provides the background of the study, reserch question, purposes of the study, significance of the study, scope and limitation and definition of key terms that relate to the research.

1.1 Background of the study

In the globalization era, English language skills can be said to have become a necessity. English as a universal language is used in almost all aspects of daily life such as education, economics, government, politics, and technology. In addition, mastering English language is one of the main requirement of a person to compete in the global and the face of the future.

There are four important skills of English that help the learners to master English. The skills of English teaching are listening, speaking, reading, and writing. The skills can be classified into receptive skill and productive skill. Reading and listening are receptive skills that used to get the input of knowledge. In other hand, writing and speaking are productive skills. it is important to elaborate these skills competently.

Jozsef (2001:16) in his own book states that writing is one kind of skill in activities in English learning. In this era, writing is connected to the higher education that will bring someone to the important place or position especially in education field. Many jobs require the candidate employee to have writing test as one of requirement such as writing essay, writing a good curriculum vitae, writing fruture's plan and etc. that show the important of mastering writing skill. By writing, it can be seen how the writer express their idea and transfer their thought well. So, it is needed for the senior high school to early learn writing skill before facing the work life. Some people say that the success of the students in learning is often affected by good writing skill.

Improving the quality of learning is one of the requirements to create a better future for the study. Efforts to improve the quality of education are integrated parts of efforts to improve human quality, both aspects of ability, personality and responsibility as a citizen. Sutama (2000:1) states that educational experts have been realizing that the quality of education very depends on the teacher quality and the quality of learning, so that improving the quality of learning is the content of the basis for improving the quality of education nationally.

According to Darman (2014), writing is a necessary skill that students have to be trained especially for senior high school students. It is due to the fact that writing is a medium of communication for a long distance. It is also as an indicator to show the progress of others skills. In communicating the ideas in form of written text, there are some kinds of text such as report text, analytical text, recount text, narrative text, hortatory exposition text and etc. In this case, the researcher uses a text to analyze higher order thinking skill, namely hortatory exposition. This text prescribes the writer to give arguments under the framework of critical thinking. This kind of text becomes one of topic that should be learned by the second grade of senior high school students where the students are asked to learn how to give arguments in writing.

There are so many techniques to teach a writing skill to the students. One of the techniques is instructional chain method. Instructional chaining is an analytical method for capturing and illustrates the main instructional measures imposed by writing teachers to encourage recontextualization of argumentative writing through a process oriented instructional approach. (Hillocks, 2002) argued 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. This method has important involvement to understand complex and important knowledge needed for effective writing instructions.

According to Hardegree (2010) hortatory exposition text comprises three generic structure, there are; thesis/ general statement, arguments, and

recommendation. Thesis or general 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. Secondly, arguments are collection of statements. One of those statements can be the conclusion, and the others as the premises. In writing hortatory exposition text it can have more than two arguments. If the writers are able to give numerous arguments, it can be ensured that the text has complex reasons. The last part is recommendation. It is about statement that should or should not be done based on arguments given.

The students of senior high school get hortatory exposition text in the curriculum. It is given in the second grade of senior high school material, exactly in the *kelas minat*. Because the material about hortatory exposition text is newly given in senior high school, it can be concluded that the ability of the students in writing hortatory exposition text is still in novice level. However, there have been several rules and strategies to compose acceptable hortatory exposition text. The rules and strategies cover the explanation of its generic structure and the composition to arrange the arguments which should be delivered by the teacher.

Based on the explanation, it is interested to study about the using of instructional chain method to teach writing hortatory exposition text to analyse higher order thinking skills. In addition, the tittle of this research is "*The Effectiveness of Instructional chains method in writing hortatory exposition text to analyse students' higher order thinking skills.*" This research focuses on testing whether the use of using instructional chains method is effective to develop students' higher order thinking skills and writing ability in hortatory exposition text.

1.2 Statements of the research

The question can be arranged based on the background of the research above and become the contents this research are:

- 1.1.1 How is the instructional chains method is implemented in writing hortatory exposition text to analys students' higher order thinking skill ?
- 1.1.2 How is the effectiveness of instructional chains method in writing hortatory exposition text ?

1.3 Objectives of the research

According to the research question above, the objectives of the research are as the followings:

- 1.3.1 To describe how the instructional chains method is implemented in writing hortatory exposition text to analys students'' higher order thinking skills.
- 1.3.2 To analyze the effectiveness of instructional chains method in writing hortatory exposition text.

1.4 Significance of the research

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

1.3.3 Researcher

This research will be useful for the researcher as the preparation to be a profesional teacher in teaching english in the future. The researcher hope to get knowladge and relize how does implemented instractional chain method in writing hortatoryl exposition text to analyze higher order thinking skills.

1.3.4 Teacher

The teacher can enrich their strategies in teaching writing. Teacher may improve the traditional method in teaching and learning writing. So they can arrange new technique that can be used to increase students interest during teaching and learning activity.

1.3.5 Students

The research will be useful as creative practice for learning English writing with expectation to provide their order thinking from prior knowledge relate the real life. Students' practice their writing skills in analytical exposition text from critical thinking. When it does properly, expected students demonstrate higher order thinking skill in writing hortatory exposition text and better than before.

1.3.6 Reader

The research will be useful to get input about the instructional chain method in writing hortatory exposition text and how task is able to analyze the students' order thinking skill.

1.5 Scope and limitation of the study

The scope of the study is English teaching writing for senior high school students in SMA Muhammadiyah 10 Surabaya. The researcher deals with the implementation of instructional chain method. The context is limited on learning process in writing analytical exposition text. Thus, the researcher describes the implementation of instructional chain method and how it can analyze student's order thinking skill is only a critical thinking in creating good judgment when response in learning process in writing hortatory exposition text.

1.6 Definition of Key Terms

1.1.5 Writing; is one kind of skill in activity in English learning Jozsef. (2001:16)

1.1.6 Hortatory Exposition text; the main social function of hortatory exposition text is to persuade the reader or listener that something should or not be the case. Gerrot&Wignell (1994:198)

1.1.7 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)

Higher Order Thinking; One of the definition 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)