



umsurabaya

Universitas Muhammadiyah Surabaya

THESIS

**THE EFFECTIVENESS OF INSTRUCTIONAL CHAINS
METHOD IN WRITING HORTATORY EXPOSITION
TEXT TO ANALYSE STUDENTS' HIGHER ORDER
THINKING SKILLS**

**DIEN FATHIN AL-JIHADIYAH
NIM. 20151111040**

ADVISORS
Drs. Wijayadi, M.Pd
Sulton Dedi Wijaya, S.Pd., M.Pd.

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURABAYA
2019**

**THE EFFECTIVENESS OF INSTRUCTIONAL CHAINS
METHOD IN WRITING HORTATORY EXPOSITION TEXT
TO ANALYZE HIGHER ORDER THINKING SKILLS**

A THESIS

**Submitted a Fullfilment Requirement for Getting
Barchelor Degree of Education (S.Pd)**

**DIEN FATHIN AL-JIHADIYAH
NIM.20151111040**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURABAYA
2019**

PERNYATAAN TIDAK MELAKUKAN PLAGIAT

Saya yang bertanda tangan dibawah ini:

Nama : Dien Fathin Al-Jihadiyah
NIM : 20151111040
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris

Menyatakan bahwa skripsi/KTI/Tesis yang saya tulis ini benar-benar tulisan karya saya sendiri bukan plagiasi, baik sebagian maupun keseluruhan. Bila kemudian hari terbukti hasil plagiasi, maka saya bersedia menerima sanksi akademik sesuai ketentuan yang berlaku di Universitas Muhammadiyah Surabaya.

Surabaya, 12 Juli 2019

Yang membuat pernyataan,



Dien Fathin Al-Jihadiyah

NIM.2015111040

LEMBAR PERSETUJUAN PEMBIMBING

Skripsi yang ditulis oleh Dien Fathin Al-Jihadiyah ini telah disetujui oleh dosen pembimbing untuk diujikan tanggal 25 Juli 2019.

Dosen Pembimbing

Tanda Tangan

Tanggal

I. Drs. Wijayadi, M.Pd

 2/8/2019

2. Sultan Dedi Wijaya, S.Pd., M.Pd

 2/8/2019

Mengetahui,

Ketua Program Studi Pendidikan Bahasa Inggris

 Drs. Wijayadi, M.Pd

iii

Lembar Pengesahan Panitia Ujian

Skripsi ini yang ditulis oleh Dien Fathin Al-Jihadiyah telah diuji dan dinyatakan sah oleh Panitia Ujian Tingkat Sarjana (S1) Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Surabaya sebagai salah satu syarat memperoleh gelar Sarjana Pendidikan, pada tanggal 25 Juli 2019.

Dosen penguji

Tanda Tangan

Tanggal

I Drs. Wijayadi, M.Pd.

21/08/2019

II Linda Mayasari, S.Pd., M.Pd.

01/08/2019

III Vega Hesmatantya, S.Pd., M.Pd

01/08/2019

Mengetahui,
Fakultas Keguruan dan Ilmu pendidikan

Universitas Muhammadiyah Surabaya

Dekan,

Endah Hendarwati, S.E., M.Pd

NIP.012021197512061

ACKNOWLEDGMENT

Alhamdulillahirabbil ‘aalamiin, the researcher expresses his highest gratitude to Allah subhanahu wata’ala for blessing, love, opportunity, health, and mercy to complete this undergraduate thesis. This undergraduate thesis entitled “*The Effectiveness of Instructional Chains method in Writing Hortatory Exposition Text to Analyze Students Higher Order Thinking Skills*” is submitted as the final requirement in accomplishing undergraduate degree at the Faculty of Teacher Training and Education, Muhammadiyah University of Surabaya.

Peace and solution are always offered for the prophet Muhammad, the Nobles creature ever, who had led us from the jahiliyah to Islamic era.

In arranging this thesis, a lot of people have provided motivation, advice, and support for the researcher. In this valuable chance, the researcher intended to express her gratitude and appreciation to;

1. My beloved parents, My Mother Nur Musyahadah, S.Ag and My Father Didik Zainuddin, S.Ag for the endless love, pray, and support, and for the phone call every week in order to remind me to keep going and never giving up.
2. Dr. Dr. Sukadiono M.M as Rector in University Muhammadiyah of Surabaya.
3. Endah Hendarwati, SE, M.Pd as Dean of Faculty of Teacher Training and Education in University Muhammadiyah of Surabaya.
4. Drs. Wijayadi, M.Pd as Head of English Department Program and first advisors, for his supervision, advice, and guidance from the very early stage of this research as well as giving me extraordinary experiences throughout the past few years.
5. Sulton Dedi Wijaya, S.Pd., M.Pd who has helped his patiently finishing this undergraduate thesis by giving suggestion, guidance, and correction until this thesis is finished.
6. Sudarusman, ST as Headmaster of SMA Muhammadiyah 10 Surabaya who gives his permission to the research.
7. Talitha Shabrina El-Jihan, S.Hum for allowing me to conduct my research in her class. I could never have finished this without your great guidance.
8. I also gratefully thank you to all my big family who always give support, pray, and affection.

9. Also to the beloved brother and sister in *Ikatan Mahasiswa Muhammadiyah* who never stop asking about the completion of my study. Their text messages keep me annoyed but magically give me reason to be focused to finish my study as soon as possible, for that I am really grateful to have you all in my life.
10. Especially when I had to revise this thesis and re-start over and over again. Your opinions never stop surprise me and also allow me to see my problem from a different angle. I Also want to express my appreciation to my partners, Yusril Ardiansyah, Fa'iz Azmi, Zumrotin Firdaus, Fani Ismayanti, who encourage me to finish this paper.
11. All friends in English Department 2016 and 2015 for their support and cooperation.
12. Finally, I would like to thank everybody who was important to the successful realization of this undergraduate thesis. This undergraduate thesis is far from perfect, but it is expected that it will be useful not only for the researcher, but also for the readers. For this reason, constructive thoughtful suggestion and critics are welcomed.

Surabaya, 12 Juli 2019

The Writer

Dien Fathin Al-Jihadiyah

TABLE OF CONTENTS

COVER	i
LEMBAR PERSETUJUAN PEMBIMBING	ii
LEMBAR PENGESAHAN PANITIA UJIAN	iii
PERNYATAAN TIDAK MELAKUKAN PLAGIAT	iv
MOTTO	v
ABSTRACT	vi
ABSTRAK	vii
ACKNOWLEDGMENT.....	viii
TABLE OF CONTENTS.....	x
LIST OF TABLES	xi
LIST OF APPENDIX	xii
CHAPTER I: INTRODUCTION	1
1.1 Background of the study	1
1.3 Objectives of the research.....	4
1.4 Significance of the research.....	4
1.5 Scope and limitation of the study.....	5
1.6 Definition of Key Terms	5
CHAPTER II: LITERATURE REVIEW.....	7
2.1 Writing	7
2.2 Teaching Writing	8
2.3 Assesing Writing.....	9
2.4 Instructional Chains Method.....	11
2.5 Hortatory Exposition Text	12
2.6 Higher Order Thinking Skill	13
2.7 Previous Study	16
CHAPTER III: RESEARCH METHOD.....	19
3.1 Research Design.....	19
3.2 Time and Location of the Research	19
3.3 Population and Sample	20
3.4 Research Instruments	20

3.5 Research Procedures	22
3.5 Data Analysis Technique	24
3.6.1 Normality Test	24
3.6.2 Homogeneity Test.....	25
3.6.3 T- Test.....	25
3.6.4 Eta Squared	26
3.6 Statistical Hypothesis.....	26
CHAPTER IV: FINDING AND DISCUSSION	29
4.1 Findings of the Research.....	29
4.1.1 The Implementation of Instructional Chains Method.....	30
4.1.2 Validity and Reliability Test	32
4.1.3 The Result of Pre Test and Post Test	33
4.1.4 The Percentage of Pre-Test and Post-Test	35
4.1.5 The Result of Normality Test	35
4.1.6 The Result of Homogeneity Test	37
4.1.7 The Result of T-Test	37
4.1.8 The Result of Eta Squared	39
4.2 Discussion	40
CHAPTER V: CONCLUSION AND SUGGESTION	45
5.1 Conclusion	45
5.2 Suggestions	46
5.2.1 For Students	46
5.2.2 For English Teacher	46
5.2.3 For Future Researcher.....	46
REFERENCE	47
APPENDIX	49
CURICULUM VITAE	91

LIST OF TABLES

TABLE 2.1 SAMPLE INSTRUCTIONAL CHAINS FOR THREE PATTERNS FOR INSTRUCTIONAL MODE.....	18
TABLE 3.1 ASPECT OF SCORING RUBRIC.....	26
TABLE 4.1 RESEARCH SCHEDULE.....	35
TABLE 4.2 LIST OF EXPERT VALIDATION.....	36
TABLE 4.3 THE RESULT OF VALIDITY TEST.....	36
TABLE 4.4 RESULT OF RELIABILITY TEST.....	37
TABLE 4.5 PRE-TEST AND POST-TEST SCORES.....	38
TABLE 4.6 THE PERCENTAGE OF PRE-TEST AND POST-TEST OF EXPERIMENTAL CLASS.....	39
TABLE 4.7 THE RESULT OF NORMALITY TEST.....	41
TABLE 4.8 RESULT OF HOMOGENEITY TEST.....	42
TABLE 4.9 RESULT OF INDEPENDENT SAMPLE T-TEST.....	43
TABLE 4.10 RESULT OF INDEPENDENT SAMPLE T-TEST.....	44

LIST OF APPENDIX

APPENDIX 1 LETTER OF RESEARCH COMPLETION.....	55
APPENDIX 2 THESIS CONSULTATION SCHEDULE.....	56
APPENDIX 3 LESSON PLAN.....	57
APPENDIX 4 LESSON PLAN VALIDATION.....	66
APPENDIX 5 INSTRUMENT OF WRITING TEXT.....	68
APPENDIX 6 RESEARCH INSTRUMENT VALIDATION.....	70
APPENDIX 7 SCORING RUBRIC OF WRITING TEST.....	71
APPENDIX 8 THE DATA RESULT OF STUDENTS WRITING TEST.....	73
APPENDIX 9 THE CALCULATION OF THE DATA IN SPSS VERSION 16.0.....	75
APPENDIX 10 THE TABLE DISTRIBUTION T TABLE.....	78
APPENDIX 11 THE EXAMPLE OF STUDENTS ANSWER SHEET.....	79
APPENDIX 12 OBSERVATION LIST.....	80
APPENDIX 13 DOCUMENTATIONS.....	84
APPENDIX 14 RESULT OF PLAGIARISM CHECK.....	86

REFERENCES

- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta.
- Barrahal, S. (2008). *Thinking about thinking*. Phi Delta Kappan.
- Bordens, K. &. (2011). *Research design and methods: a process approach* . New York: McGraw-Hill.
- Brown, H. D. (2000). *Language Assessment Principle and Classroom Practices*. California: Longman University Press.
- Brown, H. D. (2003). *Language Assessment Principle and Classroom Practices*. California: Longman University Press.
- Budiono. (2004). *Statistika Dasar untuk Penelitian*. Surakarta: FKIP UNS Press.
- Creswell, J. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (Fourth Edition)*. Boston: Pearson.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research(Fourth Edition)*. Boston: Pearson.
- Djiwandono, M. S. (2011). *Tes Bahasa: Pegangan bagi Pengajar Bahasa*. Jakarta: Indeks.
- Harmer, J. (1998). *The Practice of Englishlanguage Teaching (Fourth Edition)*. Cambridge: Longman.
- Hillocks, G. J. (1986). *Research on written composition*. Urbana, IL: National Conference on Research in English.
- Hillocks, G. J. (2002). *The testing trap: How state writing assessments control writing*. New York: TeachersCollege Press.
- Hillocks, G. J. (2002). *The testing trap: How state writing assessments control writing*. New York: Teachers Collage Press.
- Hogue, A. a. (2006). *Denre, Text, Grammar Technologies for Teaching and Assesing*. Australia: University of New South Wales.
- Jozsef. (2001). *Advance writing in English as a Foreign Language*. Pecs: Lingua Franca C sport.
- kebudayaan, K. p. (Sumber Belajar Penunjang PLPG). 2016. Jakarta: Depdikbud.

- Krathwohl, A. a. (2000). *A Taxonomy for learning, teaching, and assessing: a revision of bloom's taxonomy of educational objectives*. New York, NY, United States: Pearson Education (us).
- Nunan, D. (2003). *Practical English Language Teaching*. New York: Mc Graw Hill Contemporary.
- O'Malley, J. P. (1996). *Authentic Assessment for English Language Learners: Practical approaches for teachers*. New York: Longman.
- Pallant, J. (2010). *SPSS Survival Manual (4th Ed.)*. London: McGraw Hill.
- R.K, Y. (2011). *Qualitative research from start to finish*. USA: The Guilford Press.
- S.M, B. (2010). *How to Assess Higher Order Thinking in Your Classroom*. USA: Longman.
- Smagorinsky, P. &. (1992). The nature of knowledge in composition and literary understanding: The question of specificity. *Review of Educational Research*, 279-305.
- Sugiyono. (2012). *Metode Penelitian Kualitatif, Kuantitatif dan R&D*. Bandung: Alfabeta.
- Van Leeuwen, T. (2008). *Discourse and practice: New tools for critical discourse analysis*. New York: Oxford University Press.
- Wignell, G. &. (1994). *Making sense of functional Grammar*. Gerd Stabler.