

## **CHAPTER I INTRODUCTION**

### **1.1 Background of the Problem**

Writing is one of skills in English besides speaking, listening, and reading. Writing is the act or process of producing and recording words in a form that can be read and understood. Besides, it is medium of human communication that represents language and emotion with signs and symbols. Then, writing is a way to do communication in written form. Students can express their ideas by using printed language in a piece of paper. Moreover, after students learning writing they can learn about how to express idea, feeling, and mind in written and they can add their vocabulary. In writing activities, students need much vocabulary to help them to express their idea, they also can learn more about good grammatical knowledge because writing is related to grammatical also. In addition, writing becomes important skill which is needed to be mastered by every student because it can be used as a tool to communicate besides speaking. From the explanation above, it can be concluded that to do communication with other people not only done speaking, but also through writing.

Based on the curriculum 2013 and the content of standard syllabus, the ideal conditions of teaching learning English process especially in writing ability of eleventh grade students' is students should show up or express some meaning (interpersonal) from some written interactional text and monologue related to the topic of analytical exposition text. Another ideal condition is the students should be able to write simple sentence that related to the topic of analytical exposition text.

Although writing is very important for us as the previous explanation above, it is assumed as a difficult subject especially for the junior high school students. The reason is because writing is a mixture of ideas, vocabulary and also grammar. Heaton in Puspitasari (2007:1) stated that writing skill is more complex and difficult to teach; requiring, mastery not only of grammatical and rhetorical devices but also conceptual and judgment. Because of the difficulties in writing, some efforts have been done to solve the problem. From the previous explanation, it can be concluded that writing is a difficult subject, because in writing students must share idea from their brain. It is not easy to translate concept in their brain to be a written language, and they must also be clever to choose and to combine the vocabulary to create something that is meaningful. They also must pay attention to the grammar, so it is normal if the students feel that writing is a difficult subject because they must pay attention to many things (idea, concept, vocabulary and grammar).

There is another factor that makes writing become a difficult subject for the students that is the existence of various kinds of text genres. Based on the junior high school education curriculum of 2013, there are some kinds of text that the students study such as analytical exposition text, descriptive, narrative, recount and many more. Every genre of text has different characteristics. There are generic social function, structure and lexico grammatical features. Usually students can not differentiate each text from one text to another text. As a result, students' knowledge of English language, especially for the writing skill, is difficult to develop such as in text genre analytical exposition text.

Analytical exposition text is a written text that is intended to persuade the listeners or readers that something is the case. Based on the education curriculum of 2013, the aim of analytical exposition writing is to elaborate the writer's idea about the phenomenon surrounding us to convince the reader that something is the case. When students are writing a analytical exposition text, they must know the generic sturcture and lexical grammatical. Beside that, they must understand how the way to to persuade the listeners or readers that something is the case.

Analytical exposition text could be regarded as a simple text because it has been taught by English teachers in senior high school. English learners would be demanded to master this text in their beginning course. In fact, there are some students in junior high school who still have problems in developing analytical exposition text. Those problems are related to their knowledge about grammatical rules, vocabulary, and punctuation. The grammatical rules would relate to the use of tenses in the sentences. Besides, every text writing is also related to punctuation, so it would be investigated as part of analytical exposition text.

Based on the interview that has been done by the researcher with English teacher of SMA Kemala Bhayangkari on Tuesday, July 31<sup>st</sup> 2018, the researcher found that there are some problems relate to students' writing ability. The first problem is students have low of grammar ability. Students cannot write the grammar parallelism. Parallelism of grammar refers to balance and equality of sentence, the punctuation of it is to make readers understand with what writer means in her or his writing. Students are writing sentences containing misplaced modifiers. Students cannot combine their sentences in writing in a good way. Students still use Indonesian grammar in writing English.

The second problem is students have low vocabulary mastery. Writing is a productive skill which allows the students to produce meaningful words, phrases, and sentences in written form. To produce those, the students should pay attention on their vocabulary because it is one of elements in writing. Student can be categorized good writer if they can use varieties of vocabulary in his or her writing. Unfortunately, most of students have low vocabulary mastery to support their writing skill. This problem causes on difficulties to convey the information clearly and many ambiguities on the sentences they made.

The third problem is students lack understanding about mechanism of writing. Mechanism of writing related to spelling, capitalization, punctuation, and other things. Sometimes they forget to put the capital letter in the first their letter of writing. In addition, after the sentences ended by full stop mark and start to come to next sentences. Besides, students often forget to end the sentence by putting period, students cannot write English sentences by correct spelling, students do not writing comma in the middle of sentence. In addition, students have poor handwriting, and other things.

The last problem is students' have low high order thinking skills. High order thinking skills is a way to think hard to get detail and clear information. High order thinking skills also can be said as a way how to analyze, evaluate, and create. Most of students when they write, they have difficulty to express their idea in written form. Students cannot analyze, evaluate, and create their writing very well. So, they get low score and their writing is not good.

High Order Thinking Skills (HOTS) is one of important part in learning including language learning. High Order Thinking Skills is important to support

English learning especially in writing. If students have a good High Order Thinking Skills, it will make students familiar with the language by writing something. The importance of High Order Thinking activities in writing skill are students will learn about how to analyze, how to make synthesis, how to evaluate, and how to produce language, how to take decision all of points that related to writing skill.

In this research, the researcher is curious and wants to find out more about correlation between students' High Order Thinking Skills (HOTS) and writing ability in analytical exposition text. The researcher assumes that to be able to write well, students must have High Order Thinking Skills (HOTS). By elaborating problems above, the researcher interested in conducting a research about the correlation between High Order Thinking Skills (HOTS) and writing ability. The researcher makes it more specific into writing ability in analytical exposition text.

Analytical exposition text is one kind of English text that include argumentation text consist of the text consist of detail and clearly thinking of writer about the phenomenon that happen surrounding. Students' High Order Thinking Skills will develop by analyze, synthesis, recognize, solve the problem, make conclusion and suggestion, and take a decision activities components of analytical exposition text, such as; concept, purpose, generic structure, lexical grammatical, language features of analytical exposition text. Therefore, the researcher will conduct the research entitled "The correlation between High Order Thinking Skills and writing ability in analytical exposition text at the eleventh grade of SMA Kemala Bhayangkari in academic year 2018/2019.

## **1.2 Identification of the Problems**

Based on the background of the problems above, the researcher identify the problems as follows:

1. The students have low grammar ability.
2. The students have low vocabulary mastery.
3. The students lack understanding of mechanism.
4. The students have low High Order Thinking Skills.

## **1.3 Limitation of the Problem**

Based on the identification of the problems above, the researcher focuses this study on the correlation between High Order Thinking Skills (HOTS) and students' ability in writing analytical exposition text at the eleventh grade of SMA Kemala Bhayangkari Kotabumi North Lampung in academic year 2018/2019.

## **1.4 Formulation of the Problem**

Based on the limitation of the problem above, the formulation of the problem in this research is: "Is there significant correlation between High Order Thinking Skills (HOTS) and writing ability in analytical exposition text at the eleventh grade of SMA Kemala Bhayangkari Kotabumi North Lampung in academic year 2018/2019?"

## **1.5 Objective of the Research**

The objective of the research is to find out whether or not there is significant correlation between High Order Thinking Skills and students' writing ability in analytical exposition text at the eleventh grade of SMA Kemala Bhayangkari Kotabumi North Lampung in academic year 2018/2019.

## **1.6 Uses of the Research**

The uses of the research are divided into two points of view, theoretically and practically uses:

- a. Theoretically, this research can support the existing theory related to students' writing ability and students' High Order Thinking Skills.
- b. Practically
  1. For the next researcher who will conduct further research about students' High Order Thinking Skills and writing ability.
  2. For the English teacher, the result of this research will give information to English teacher about the correlation between High Order Thinking Skills and writing ability in analytical exposition.