

CHAPTER II

THEORIES REVIEW, FRAME OF THINKING, AND HYPOTHESIS

1.7 Theories Review

1.7.1 Concept of Writing Ability in Analytical Exposition Text

Writing is one of the four basic skills in learning foreign language besides listening, speaking, and reading. Writing is a complex process, involving dozens of previously acquired skills, from handwriting and spelling to syntax and organization. Unlike, listening, speaking, and reading, Harmer (2001:79) states that writing is communication form to deliver through or to express feeling, idea, and mind through written form. Furthermore, Wagner (2002: IV) states, “writing is the way we make our thinking visible to the world.” According to Taylor (2009:2), “writing is the seed, the fruit, and the pickle of our understanding.” In addition Urquhart and Mciver, “writing is recursive process. Students should learn strategies for invention and discovery. They add effective writing fulfill the writer’s intention and meets the audience’s need.” Then, according to Nation (2009:112), writing is an activity that usefully be preferred by work in other skill of listening, speaking, and reading.

Pamela in Saima (2013:130) states that a person needs a mastery of various elements to use the language to convey thoughts, wishes, intentions, feeling and information in a written form. Therefore with the control much of some one can poured all the ideas of thinking, desire and hope to use the language easy understand by the reader. Liderman (2008:89) states that writing is process of communication, which uses a conventional graphic system, convey a message to a reader. Therefore a writer will have a difference graphic the author of its own

in conveying the messages to the reader. In addition According to Thanh (2015:54), writing is the creative process because it is a process of reaching out for one's thought and discovering them. Writing, as such is a process of make meaning. According to Leo (2007:1), writing is a process of expressing ideas. Power and Hubbard in Jufri (2014:1034), states that writing as a communication media of someone to himself and other people in a different time and place. It means that, if someone writes then he tries to express his intention or message in a written form in a different time and place with his writing. It is language skill used to communicate indirectly. It is not faced to face with other people.

Ability or skill is performance that shows capability to do something well, physical, or mental potential (Fisher, Clark, and Patton, 2003:14). One can be said to have skill if he can do something well. According to Hornby (2010:1392) ability or skill is an ability to do an activity or job well. It can be concluded ability is a skill that show up someone expression to do something well.

In conclusion, writing ability is the power of skill or ability to deliver writer's idea, expression, feeling, and mind in written form. There are five important things considered to be useful that someone can be easier in writing. They are: contents, language use, organizations, vocabulary, and mechanics.

Based on the explanation above, it is clear that students who wants to write English well, they have to know the ways of writing English. In writing students need to know contains of their writing, board vocabulary, having good language use and organization in writing form, fully understand mechanics of writing.

2.1.2 Types of Writing Ability Performance

In writing ability, there are some types of writing performance. Brown (2004:220) states, there are four categories of writing performance that capture the range of written production are considered. Each category resemble the categories defined for the other three skills, but this categories, as always, reflect the uniqueness of the skill area.

a. Imitative Writing

To produce written language, the learner must attain skills in fundamental, basic task of letters, word, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern.

b. Intensive (Controlled) Writing

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within context, collocations, and idioms, and correct grammatical features up to the length of sentence. Meaning and context are of some importance in determining correctness and appropriateness, but most assessment task are more concerned a focus on form, and are rather strictly controlled by the test design.

c. Responsive Writing

Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into paragraph and creating a logically connected sequence of two or three paragraphs. Task respond to pedagogical directives, list of criteria, outlines, or other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief response to reading, and interpretations of charts or graphs. Under specified conditions, the writer begins to exercise some freedom of choice among alternative forms of expressions of ideas. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse convention that will achieve the objectives of the written text. Form-focused attention is mostly at the discourse level with a strong emphasis on context and meaning.

d. Extensive Writing

Extensive writing implies successful management of all the processes and strategies of writing for all purposes up to the length of an essay, a term paper, a major research project report, or even a thesis. Writer focus on a achieving a purpose, organizing, and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many case engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.

In this research, the researcher focuses to assess student's writing in responsive writing type. By responsive writing, student will try to write limited

discourse of analytical exposition text, they will learn to connect sentence into paragraph and create logically connected sequence of two or three paragraphs.

2.1.3 Process of Writing Ability

Writing is a creative process that should do by some process by using the skill that writer has. Writing activity needs certain processes so that can make the good result of writing for reader. Writing process consist of some processes that very depend on kinds of written.

Hayes and Flower in Weigle (2009:23) state that “process of writing in terms of the task environment, which included the writing assignment and the text produced so far, the writer’s long term memory, including knowledge of topic, knowledge of audience, and stored writing plans, and a number of cognitive processes, including planning, translating thought into text, and revising.”

According to Harmer (2004:5), “the process of writing is linier it misrepresents the way in which the majority of writers produce written text.” The process of writing is not linear, as indicated above, but rather recursive. Furthermore, the process of writing is usually more complex than the process of speaking, but not always. Process of writing is not an easy option for students or teachers. Quite apart from it taking up time, it takes up space (especially in a paper-driven world) and can be problematic for the more disorganized student. In addition Nation (2009:114) states that “parts of writing process is one way of focusing attention on different aspects of writing is to look at writing as a process.”

According to Sundem (2006:41), “the writing process comprises the mechanics by which writers create publishable product. It is the method all writers use to generate ideas, choose and organize these ideas, write and revise their pieces, and format them for publication. In teaching the writing process, be aware that students will find their own methods. Encourage students to use the following strategies:

1. Pre-Writing

The first step of writing process, writers will generate ideas and put their thoughts in order. Example of pre-writing include anything form a sentence or two describing a project’s organization to an extensive out-line with references to where you will places notes. According to Richard and Willy (2002:316), pre-writing is an activity in the classroom which is done by the students to start their writing to stimulate their thought or ideas. Elbo and Belanoffin Hwang (2010:99) states that free writing is defined as writing any ideas or thoughts that come to mind in a given time period without stopping. Three usable formats for pre-writing include the following: Bubbling (mind web); bubbling technique is generally the easiest of the three methods in which to brainstorm many ideas., Outlining; outlining is the most directed and specific of three methods of pre-writing. In this case, students describe the function and contents of each paragraph of their writing by organizing ideas into topic sentences and supporting details. And drawing/writing a captioned cartoon strip; this technique is especially appropriate for narrative/fiction writing.

2. Drafting

In this process, some of students will fly through the planning stage of their writing, giving it the minimum required effort and nimbly inserting ideas on the fly as they draft.

During drafting, the writer puts his idea into competent thought, such as sentence and paragraph. The writer organizes his ideas in a way that allow the reader to understand his message. He does focus on which idea or topic to include in the part of writing. According to Richards and Renandya in Wibowo (2013:15), in this step the writers are focuses on the fluency of writing and are not preoccupy with grammatical accuracy or the neatness of the draft.

3. Revising

Revising is often neglected in the revising process. While revising, students learn technique to make their writing be better. In this multistep process, it is effective for students to first revise their own work and then get comments from a peer or adult.

4. Proofreading or Editing

Editing is as part of writing process should first be done by the writers and then again by a peer or adult, using the appropriate editing marks. In this process, remind the students to be especially aware of the following grammar issues; punctuation, capitalization, agreement, tense.

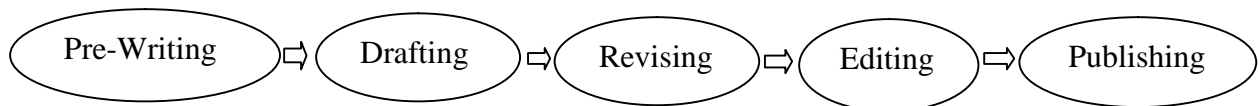
The editing done by the author to check the results of his work, the authors examine the pieces of this mistake. Nation (2009:120) explained that editing

involves going back over the writing and making changes to its organization, style, grammatical and lexical correctness, and appropriateness. So, according to the above explanation the researcher conclude that in the editing process there will be stages of rewriting and there are some changes such as organization, style, grammatical and lexical correctness, and appropriateness. After all editing has finished so it can proceed to the next process.

5. Publishing

Publishing is central to implementation of authentic writing, includes the pairing of choice and purpose. Publishing students writing as a part of a class magazine, in the school newsletter, or potentially even in local or national magazine can be powerful motivation for students to turn their best work. The obvious publishing task is for students to rewrite their drafts, preferably on a computer, as would be appropriate for a personal note. It can be concluded that process of writing is a way of looking at what people do when they compose written text. Publishing has its advantages for the students, as Tompkins claims sharing student's writing with audience (e.g. friends, family, or teacher) can promote students the real communication with their readers during writing process. Tompkins in Kamal (2015:136) described that students' having real audiences enable them meaningfully responds to their writing and increases or develops their confidence as authors.

By the explanation above, it can be concluded that process of writing ability is a way to focuses written activities in some aspects. Process of writing ability can be seen by the following picture below:



(Source: Taken from Sundem's Theory (2006:41))

PICTURE 1
PROCESS OF WRITING ABILITY

2.1.4 Writing Assessment by Analytical Scoring

Writing Assessment could be used for a variety of appropriate purpose. Writing Assessment is useful primarily as a means of improving teaching and learning process. The primary purpose of any writing assessment should govern its design and implementation, the generation and dissemination of its result. Writing assessment refers to an area of study that contains theories and practices that guide the evaluation of a writer's performance or potential through a writing task.

Brown (2004:243) states that analytic scoring is better to serve in classroom evaluation. According to Weigle (2002:114) "Analytic score scheme thus provide more detailed information about test takers performance in different aspects of writing and are for this reason preferred over holistic schemes by many writing specialist." One of the best known and most widely used analytic scales in ESL was created by Jacobs et.al. In Weigle scale, scripts are rated on five aspects of writing: content, organization, vocabulary, language use, and mechanics. The five aspects are differentially score to emphasize.

1. Content

Content is writing component that relates with topic spell outs in an opus. It is consisting of understanding knowledge of topic and development sentence that have interrelationship. In content, students can deliver their idea that concrete and must be written by united formed. Unity is related to writing ideas in the text that reproduce the writer's information to transfer for reader.

The highest score of this aspect is 30 and the lowest score is 13. Students would get the high score if they could write a good sentence in unity. Unity has means information in text is totality one. On the contrary, students will get low score; if they have inadequate knowledge to clarify in topic in writing and not be careful when arrange the idea becomes unity. The analytical scoring of content can be seen in the table 1 below:

TABLE 1
CONTENT ASSESMENT CRITERIA

CONTENT	
Analytic scoring	Criteria
30-27	Excellent to very good: a. Knowledge. b. Substantive. c. Through development of thesis relevant to the assigned topic.
26-22	Good to average: a. Some knowledge of subject. b. Adequate range. c. Limited development of thesis. Most relevant of the thesis, but lack detail.
21-17	Fair to poor: a. Limited knowledge of subject. b. Little substance. Inadequate development of the topic.

16-13	Very poor: a. Does not show knowledge of subject. b. Non-pertinent. c. Not substantive or not enough to evaluate,
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(Source : Jacob et al. 's in Weigle (2002:116))

2. Language use

Language use in writing process related to how the way to have a good contraction in agreement, tenses, number, word order/function, using of articles, pronoun, and prepositions. Every writer must be able to put each points of its suitable with their place. By language use, every writer can be developing their ideas in written form and by it reader also can know the result of writing process can be communicated or not. The highest score of this aspect is 25 and lowest score is 5. Then, students will get high score if they can make effective constructions, students have few errors in some point that related this aspects, like; agreement, number, tenses, articles, pronoun, prepositions. After that, students also can be able to put all of it suitable with its place. In contrary, students will get low score if they cannot effective in their writing, they make so much error of in the other words it is can be said student's writing dominated by the errors. The analytical scoring of language use can be seen in the table 2 below:

TABLE 2
LANGUAGE USE ASSESMENT CRITERIA

Language Use	
Analytic scoring	Criteria
25-22	Excellent to: a. Effective complex constructions. b. Few errors of agreement, tense, number, words order/function, articles, pronoun, prepositions.
21-18	Good to average: a. Effective but simple constructions. b. Minor problems in complex constructions.

	c. Several errors of agreement, tense, number, words order/function, articles, pronoun, prepositions, but meaning seldom of obscured.
17-11	Fair to poor: <ul style="list-style-type: none"> a. Major problem in simple/complex construction. b. Frequent errors of negation, agreement, tense, number, words order/function, articles, pronoun, prepositions, and/or fragments, run-ons, deletions, meaning confused or obscured.
10-5	Very poor: <ul style="list-style-type: none"> a. Virtually, no mastery of sentence constructions rules. b. Dominated by errors. c. Does not communicate. d. Or not enough to evaluate.

(Source :Jacob et al. 's in Weigle (2002:116))

3. Vocabulary

Vocabulary is tendency of using a word in referring to the specialist definition of term and object. On the other words, vocabulary is all the words with their meaning that a student knows or uses when he/she talks about particular subject (topic discussion). Then, according to Richards (2002:225) claims that vocabulary is a core component of language proficiency and provides much of the basis for how way learner speaks, listen, read and write.

Vocabulary means the appropriate diction that is sued by speaker in communicate to make speaking utterance meaningful. Students use vocabulary when they write about the topic. This component must be use correctly and suitable with content. The choice of vocabulary should consider topic of the text in order to the reader understand the meaning from the text easily. The students will get high score is if the students have enough vocabulary. In this aspect, the correction and section of the words must be suitable with content. The analytical scoring of vocabulary can be seen in the table 3 below:

TABLE 3
VOCABULARY ASSESMENT CRITERIA

VOCABULARY	
Analytic scoring	Criteria
20-18	Excellent to very good: <ol style="list-style-type: none"> a. Sophisticated range. b. Effective word/idiom choice and usage. c. Word form mastery. d. Appropriate register.
17-14	Good to average: <ol style="list-style-type: none"> a. Effective but simple construction. b. Adequate range. c. Occasional errors of word/idiom form, choice, usage, but meaning not obscured.
13-10	Fair to poor: <ol style="list-style-type: none"> a. Limited range. b. Frequent errors of word/idiom form, choice, usage. c. Meaning confused or obscured.
9-7	Very poor: <ol style="list-style-type: none"> a. Essentially translation. b. Little knowledge of English vocabulary, idioms, word form. c. Or not enough to evaluate.

(Source :Jacob et al. 's in Weigle (2002:116))

4. Organization

Organization contains the well-matched sentence in writing that is unified. By using organization concept, students can arrange their idea become coherence with content. Coherence has meaning that relate to among sentence is interrelated. Organization consists of sentence's compatibility in writing that interrelated. In this component, the students will get high score if students' idea is coherence with the content. Whereas, the students will get low score if the have not any effort to organize the content's composition better. The analytical scoring of organization can be seen in the table 4 below:

**TABLE 4
ORGANIZATION ASSESMENT CRITERIA**

ORGANIZATION	
Analytic scoring	Criteria
20-18	Excellent to very good: <ol style="list-style-type: none"> a. Fluent expression. b. Ideas clearly started/supported. c. Well-organized. d. Logical-sequencing. e. Cohesive.
17-14	Good to average: <ol style="list-style-type: none"> a. Somewhat choppy. b. Loosely organized but main ideas stand out. c. Limited support. d. Logical but incomplete sequencing.
13-10	Fair to poor: <ol style="list-style-type: none"> a. Non-fluent. b. Ideas confused or disconnected. c. Lacks logical sequencing and development.
9-7	Very poor: <ol style="list-style-type: none"> a. Does not communicate. b. No organization. c. Or not enough to evaluate.

(Source : Jacob et al.'s in Weigle (2002:116))

5. Mechanics

Mechanics is the term use to describe the technical aspects from writing, likes spelling, punctuation, capitalization, etc.

The mechanics evaluates technique for achieving a well handwriting. After that, components of mechanics, there are several components that will be evaluated such as punctuation, spelling, and capitalization. To get excellent point of mechanics component, students must evaluate likes punctuation, spelling, and capitalization. The analytical scoring of mechanics can be seen in the table 5 below:

TABLE 5
MECHANICS ASSESMENT CRITERIA

MECHANICS	
Analytic scoring	Criteria
5	Excellent to very good: a. Demonstrate mastery of conventions. b. Few errors of spelling, punctuation, capitalization, paragraphing.
4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
3	Fair to poor: a. Frequent errors of spelling, punctuation, capitalization, paragraphing. b. Poor hand writing. c. Meaning confused or obscured.
2	Very poor: a. No mastery of conventions. b. Dominated by errors of spelling, punctuation, capitalization, paragraphing. c. Hand writing. d. Or not enough to evaluate.

(Source :Jacob et al. 's in Weigle (2002:116))

2.1.5 Concept of Analytical Exposition Text

Analytical exposition text is a spoken or written text that is intended to persuade the listeners or readers that something is the case. This statement is supported by Purwati and Yuliani (2006:114, in Cenrikawaty, 2008:13) who confirm that analytical exposition is designed to persuade the readers or listeners that something is the case. Moreover, Wahidi (2009:10) also adds that analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding us to convince the reader that something is the case. In the other hand, Gerot and Wignell in Almita (2008:25) elaborate that analytical exposition text is the text that expands the writer's ideas about the phenomena surrounding us or text that states the introduction of a topic indicating the writer's position in

persuading the readers or listeners that something case. In addition, Cahyono and Purnama (2009:1) states that an analytical exposition present the argument in such a way that it sounds like the writer is an authority on the subject and so it does not use first person pronoun (such as I, we or us), extravagant language or clichés.

2.1.5.1 Generic Structure of Analytical Exposition Text

Actually every kind text of English has generic structure in the text. The function generic structure in every text is to direct reader or writer analyzes a text in this case the text is analytical exposition text in accordance with the regulation existing text. Cahyono and Purnama's opinion (2009:1), Martin and Rothery (in Almita, 2008:23), analytic has generic structure of exposition genre is:

1. Thesis is the part of the text in which the writer states his/her position on the issue.
2. Argument is concerned with information provided to justify that position.
3. Conclusion is the part of the text where the thesis and arguments can be briefly restated.

2.1.5.2 Language Features of Analytical Exposition Text

According to Cahyono and Purnama (2009:1) there are seven language features of analytical exposition text as follows: focus on generic human and non human participants, use mental processes. It uses to state what the writer or speaker thinks or feels about something, for example: realize, feel, etc. Need material processes. It is used to state what happens, for example: has polluted, and other. In addition, use simple present tense and relational processes, use of

internal conjunction to state argument and reasoning through casual conjunction or nominalization.

2.1.6 Concept of High Order Thinking Skills (HOTS)

High Order Thinking Skills (HOTS) is critical, logical, reflective, meta cognitive and creative thinking. They are activated when individuals encounter unfamiliar problems, uncertainties, questions, or dilemmas. According to Robinson (2003:3) High Order Thinking Skills (HOTS) is learning, reasoning, thinking creatively, decision making and problem solving. Successful applications of the skills result in explanations, decisions, performances, and products that are valid within the context of available knowledge and experience and that promote continued growth in these and other intellectual skills.

Brookhart (2010:5) states that High Order Thinking Skills (HOTS) is approached as the “top end” of Bloom’s (or any other) taxonomy: analyze, evaluate, and create, or, in the older language, analysis, synthesis, and evaluation. In addition, Vui (2001:5) states that High Order Thinking Skills (HOTS) occurs when a person takes new information and information stored in memory and interrelates and/or rearranges and extends this information to achieve a purpose or find possible answer in perplexing situations. Conklin and Manfro (2012:9) state that High Order Thinking (HOTS) is critical and create thinking. According to Cuban as cited in Lewis & Smith (1993:1) High Order Thinking Skills is the challenge of defining “thinking skill, reasoning, critical thought and problem solving”. Furthermore, Tawil and Liliyasi (2013:4) state that High Order Thinking Skills (HOTS) is analyze, critical, logical and systematic thinking.

Generally, theories of High Order Thinking Skills (HOTS) assert that some types of thinking require greater cognitive processing than other types of thinking. While different taxonomies use different terms to describe these skills, the consensus among scholars is that critical analysis and creative synthesis are at the top of the hierarchy. Anderson (2001:23) states it is bloom's new taxonomy positions the abilities to analyze, evaluate, and create as upper-level skills in the cognitive domain. Ernawati (2017:196-197) states High Order Thinking Skills (HOTS) is a way to think integrality with analyze, synthesis, create and produce. According to Nitko and Brookhart (2007:215) High Order Thinking is a problem solving. In addition, Widana (2017:3-6) states that it is problem solving, critical thinking, creative thinking, reasoning and decision making.

In conclusion, High Order Thinking Skills (HOTS) is a way thinking hard to get detail information and clearly. In addition, it is skills to analyze, evaluate and create.

2.1.6.1 Applying Bloom's Taxonomy to Assess High Order Thinking Skills

According to Anderson (2001:28) High order thinking Skills need to be developed in students, because through High Order Thinking Skills students can be easier to understand the concept of learning process, be aware to problems that occur in order to understand and can solve the problem, and students can apply, evaluate, and create the concept in different situations. According to Anderson in Brookhart (2001:41) before bloom's taxonomy upgrade the design, they are original form, they are: knowledge, comprehension, application, analysis, synthesis and evaluation. In this study, to asses' students' High Order Thinking,

the researcher use revised of Bloom's taxonomy design. The revised form of bloom's taxonomy design can be seen as follows:

1. Create-level

In this level students are organizing information in a new or different way. This stage requires higher order thinking. Anderson and Krathwol in Brookhart (2001:41) state that it means putting disparate elements together to form a new whole, or reorganizing existing elements to form a new structure. Processes include generating, planning, and producing.

2. Evaluate-level

According to Anderson and Krathwol in Brookhart (2001:41) evaluate level is judging the value of material and methods for given purposes, based on criteria. Processes include checking and critiquing.

3. Analyze-level

The analyze level involves breaking apart information to examine each section. According to Anderson and Krathwol in Brookhart (2001:41) means to break information into its parts, determining how the parts are related to each other and to the overall whole. Processes include differentiating, organizing, and attributing. Multiple correct responses are still likely in analysis-level tasks.

4. Apply-level

According to Anderson and Krathwol in Stoubaugh (2013:26) apply level is primarily connected to procedural knowledge because of the expected order or procedure to be followed. In this level, there are certain procedures or steps that

expected to be followed to answer new problems. The teacher would model the appropriate steps to follow on an example and then students would follow a similar procedure to answer a different problem.

5. Understand-level

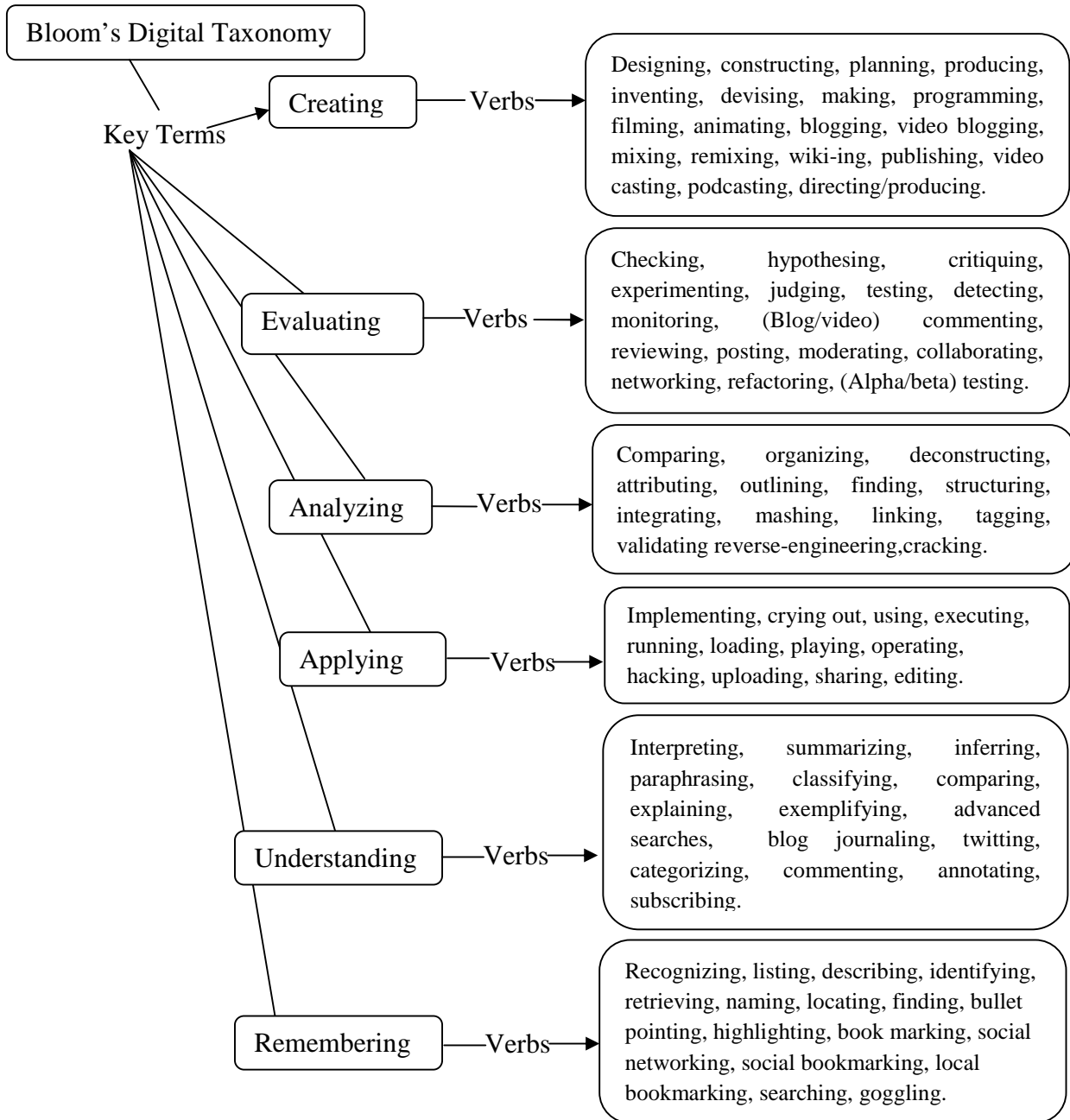
Anderson and Krathwol in Stoubaugh (2013:17) state that the understand level is students are not retrieving information memorized; they are building new connections in their minds, at the understand level, students develop new understanding. At the understand level, students receive information in oral, written, or graphic form and make meaning of the information. The understand level and the other four higher levels of taxonomy, examples or tasks must be novel to provide a new challenge for students. If teacher asks students to summarize a passage and the students are later asked to produce the same summary again, at the second time is present it will be remember level recalling level previously stored information. Instead the teacher should select new examples or novel asks in order to present different stimuli to challenge students thinking and reach the understand and higher levels of Bloom's taxonomy.

6. Remembering-level

Anderson and Kathwol in Stoubaugh (2013:15) state that Remembering level is involves retrieving information from the memory. At the remember level the expectation is that the information is presented in some form and the students will retain it and be able to produce it later in a similar way as it was presented. A metaphor of the remember level is a copy machine. Students answer question exceptionally well on this level because little thinking is required, only

remembering. Remember level knowledge is a necessary foundation for more complex thoughts process. While memorizing the basic components of a sentence, noun, and a verb it is remember level activity.

In addition, the revised of taxonomy bloom's above according to Anderson and Krathwohl (Sani, 2016:104) states that remember, understand, and applying level include to low order thinking skills. Then, the levels of analyze, evaluate and create, it is include to High Order Thinking Skills. Applying Bloom's Taxonomy design also can be see by the following picture below:



Picture 2. The Taxonomy Bloom's Design to Asseses HOTS

(Source : *The taxonomy Bloom's Design to Asses HOTS Revision by A Churches*)

2.2 Previous Related Researches

In this part, the researcher share some previous related researches in the same case, it is higher order thinking skills. The researcher has two previous

related researches, they are: the first previous research conducted by Yusuf (2016) entitle: Korelasi Antara Motivasi Dan Penguasaan Konsep Siswa Dengan Keterampilan Berpikir Tingkat Tinggi Pada Kajian Genetika Dan Evolusi pada kelas XII daridua SMA dikabupaten Subang yang berbeda in the academic years 2016/2017.

The second come from Sutrisno and Ratnawati (2015) entitle: Correlation between High Order Thinking Skills and Learning Achievements at the tenth grade of MAN 3 Yogyakarta Academic Year 2014/2015. For detail and clearly explanation, will be discussed below:

The first previous research from Yusuf (2016) it has been founded that r count $> r$ table so the result is H_a is accepted and H_o is rejected. It can be concluded that there is Correlation between Motivation and High Order Thinking Skills Concept Mastery in Genetic and Evolution at the twelve grade of 2 SMA in Subang that differences in academic years 2016/2017.

The second previous research from Sutrisno and Ratnawati(2015) it has been founded that both of two variables is gotten $r_c > r_{ti}$ so the result H_a is accepted and H_o is rejected, and the score of significant correlation (r_{xy}) both of two variables is 0,69 it means the score of their research include to the highest category of research. It can be concluded that there is significant correlation between students' high order thinking skills and learning achievements at the tenth grade of MAN 3 Yogyakarta academic year 2014/2015.

The similarity of this research proposal and two previous related research is the research problem that happened in students, it is students' High Order Thinking Skills.

The differences between this research proposal and two previous related research will be explained one by one. The differences between this research proposal and Yusuf's research paper can be seen in the research proposal there are two variables which are High Order Thinking Skills and writing ability in the analytical exposition text but in the Yusuf's research there are two variables which are motivation and High Order Thinking Skills concept mastery. The sample of Yusuf's research is the twelve grade of senior high schools that difference. Meanwhile, the sample of this research proposal is at the eleventh grade students of senior high school. The differences between this research proposal and Sutrisno's research paper can be seen in the second variable. In this research proposal the independent variable is writing ability in the analytical exposition but in Sutrisno's research paper is learning achievement. Sutrisno's research also conduct his research paper at the tenth grade of MAN, but this research proposal will conduct this research at the eleventh grade students of senior high school.

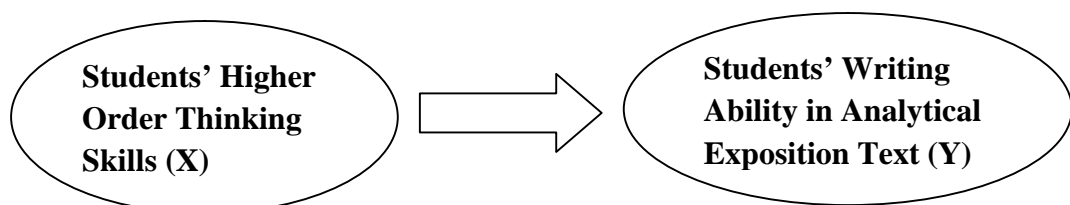
2.3 Frame of Thinking

Based on the explanation of theories above, generally most of eleventh grade students of SMA Kemala Bhayangkari Kotabumi North Lampung still have many Problems in writing ability especially in writing analytical exposition text. Main problem of this research is students of eleventh grade of SMA Bhayangkari

Kotabumi North Lampung still difficult to develop their High Order Thinking Skills.

High Order Thinking Skill (HOTS) is important part in writing activities especially in writing analytical exposition text. In analytical exposition text, every students need to have good High Order Thinking Skills (HOTS) to analyze, synthesis, recognize, solve the problem, find the solution, take a decision from the problem or phenomenon which happen surrounding. Difficulty in developing High Order Thinking Skills (HOTS) can cause the students to have difficulty to express their ideas in written form. Students cannot understand fully about writing knowledge especially in writing analytical exposition text. Actually, it is important for all of the eleventh grade students of SMA Kemala Bhayangkari Kotabumi North Lampung to have High Order Thinking Skills. The researcher concludes that students should be able to have good High Order Thinking Skills (HOTS) to help themselves easier in writing activities especially in writing analytical exposition text. So, students' High Order Thinking Skills (HOTS) and ability in writing analytical exposition text are having correlation.

Furthermore, the researcher would like to describe the figure of the frame of thinking as follows:



Picture 3.
The Correlation between Students' Higher Order Thinking Skills (HOTS) and Ability in Writing Analytical Exposition Text

2.4 Hypothesis

- H_0 : “There is no significant Correlation between High Order Thinking Skills (HOTS) and Ability in Writing Analytical Exposition Text at the eleventh grade of SMA Kemala Bhayangkari Kotabumi North Lampung in academic year 2018/2019.”
- H_a : “There is significant Correlation between High Order Thinking Skills (HOTS) and Ability in Writing Analytical Exposition Text at the eleventh grade of SMA Kemala Bhayangkari Kotabumi North Lampung in academic year 2018/2019.”