

ABSTRACT

Maris, Yosy Ifroda. 2024. 20033018. *The Correlation Between Students Higher Order Thinking Skills (HOTS) and Students Writing Hortatory Exposition Text at SMA Ahmad Yani 2 Baureno*. Thesis. Faculty of Teaching and Training Education of English Department. Islamic University of Darul ‘Ulum Lamongan.

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Higher-order thinking skills (HOTS) are crucial for students to be involved in complex cognitive processes that prepare students to face academic challenges effectively. Writing is a thinking activity that consists of generating and organizing ideas to communicate effectively. In the Merdeka Curriculum for twelfth-grade students, writing hortatory exposition texts is one such subject that challenges students to apply these cognitive skills. Creating hortatory exposition texts requires students to structure arguments persuasively and articulate students viewpoints clearly. This study aimed to investigate a significant correlation between student higher order thinking skills (HOTS) and student writing hortatory exposition text in twelve grade at SMA Ahmad Yani 2 Baureno.

This study employs a quantitative approach with a correlational design. The sample comprises 40 students from twelfth-grade classes using a random sampling technique. Data were collected using Students' HOTS tests and assessments of hortatory exposition writing. The HOTS test includes C4 level (Analyzing), C5 level (Evaluating) and C6 level (Creating). Writing assessments evaluated the structure of arguments and the use of persuasive language. Pearson correlation coefficients were used to determine the strength and direction of the correlation between students' HOTS and students' writing hortatory exposition text.

The analysis revealed a Pearson correlation coefficient of 0.970 between students' HOTS and their skills in writing hortatory exposition texts. This value exceeds 0.80, indicating a very strong correlation between the two variables. The p-value was 0.000, which is less than 0.05, indicating that the correlation is statistically significant. Additionally, the correlation coefficient surpassed the critical value (r table) of 0.312 for a sample size of 40 at a significance level of 0.05, confirming the clinical significance of the results. The analysis demonstrates a very strong and statistically significant correlation between higher-order thinking skills and the skill in writing hortatory exposition texts. This indicates that the alternative hypothesis (H_a) which suggests that there is a significant positive correlation between higher-order thinking skills and students writing hortatory exposition texts is supported.