

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the research results by providing conclusions and suggestions. Conclusions are based on research results, and suggestions are addressed to teachers and other researchers .

5.1 Conclusion

From these results, there is a dominant level of understanding presented in the English final exam when viewed from Bloom's Taxonomy. And only four levels of Bloom's Taxonomy were found in the final English test made by the teacher. Of the 40 multiple choice questions, there are 25 remembering questions, 14 understand level questions, 1 creating of level question. Thus, the English final exam questions made by the teacher can be categorized into low questions, because there are only three levels of Bloom's taxonomy. It also shows that the level of remembering is a major concern in the English final exam. Furthermore, teachers need improvements in designing HOTS questions based on Bloom's Taxonomy to improve students' higher-order thinking skills.

This study found that in making final English test questions the teacher used basic competencies (KD) to design grids and question cards. In addition, in the process of making it, the teacher took some of the material from the first semester and dominantly took it from the second semester. The form of the questions presented is multiple choice. In the first test the score obtained by students is always low, so corrective action is taken for improvement. Therefore, the teacher deliberately made the final English test questions not entirely based on HOTS but also with LOTS. In making questions, the teacher also pays attention to the students' abilities.

Furthermore, teachers need improvement in designing HOTS questions because the important elements needed to prepare good test items are not fulfilled in the English final test. The form of description questions is also needed in the English final test to see and assess students' critical thinking skills.

In addition, this study also found positive perceptions of the two English teachers towards the HOTS questions in the 2013 curriculum. However, the HOTS questions have not been implemented properly due to several factors. The first factor is the school has not fully implemented face-to-face learning, the second factor is measured by the ability of students. Students find it difficult to work on high-level questions, therefore the teacher has not been able to really apply the HOTS questions.

5.2 Suggestion

Based on the results of the research and discussion, the researcher provides several suggestions. These suggestions are addressed to the teacher as class leader, and suggestions for other researchers to improve the results more deeply.

1. For Teacher

Teachers should pay more attention to the aspects needed in designing HOTS-type questions, can pay more attention to how to make high-level questions. Then it can be considered by the teacher to add questions in the form of an essay to be a benchmark in assessing students' high level understanding in the English final exam. In preparing students for the national exams, teachers can help students to understand and have skills that cover all levels of required questions.

2. For Further Researchers

Based on the results of the study, the researcher suggests that future researchers should pay attention to all levels of the English final test questions based on Bloom's Taxonomy. Further researchers are also advised to prepare more final English test questions which include other level questions such as evaluation questions and making questions.