CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter presents the conclusions and suggestions of this research. Conclusions are formulated from research questions, While suggestions provide ideas aimed at English teachers, further research is related to teacher actions in the teaching and learning process.

5.1 Conclusion

1. In this research, we succeeded in identifying and analyzing the application of the Higher Order Thinking Skills (HOTS) strategy in learning English in the classroom. The research results show that the use of the HOTS strategy in teaching English can improve students' abilities in critical, analytical, and creative thinking. In addition, we also found that implementing this strategy can make the learning process more interesting and interactive, which in turn increases student motivation and participation in class. Therefore, the main conclusion from this research is that the application of the HOTS strategy in English language learning is very relevant and useful, and can improve the quality of education in English classes. This research provides important insights into how this approach can be applied effectively in English language learning contexts and provides a basis for the development of better learning strategies in the future.

2. Students often experience difficulties in understanding and implementing the HOTS strategy itself. One of the main obstacles is students' lack of understanding of the HOTS strategy which requires higher-order thinking skills such as analysis, synthesis, and evaluation. Apart from that, students also often have difficulty dealing with foreign words that may appear in reading, so this can interfere with their understanding of the main idea of the text. Therefore, further efforts are needed to support students in developing HOTS skills and overcoming obstacles in the form of foreign vocabulary so that they can understand reading better.

3. The conclusions of this study indicate that students' reading comprehension achievements in English are still worrying. Many of the students have not reached the minimum passing criteria in terms of reading ability in English. This requires serious attention from schools and educators to identify the main causes of this problem and implement more effective learning strategies. Thus, substantial improvements in students' reading comprehension can be achieved to improve the quality of English education in schools.

5.2 Suggestions

Based on the results of this study, the researcher considers several suggestions for teachers, students, and future researchers. Researchers' suggestions are as follows:

1. For Teachers

    It is suggested that English teachers be creative in choosing learning strategies/methods from the material being taught. Not only one strategy/method but teachers are expected to be able to use various strategies/media to attract students' interest in the material and help students understand the material quickly. One of them is that teachers can use HOTS strategies/methods in learning English. Teachers also have to pay attention to students who do not focus on teaching and the learning process. The teacher must also provide enthusiasm so that students can better understand and capture the meaning of the material presented. Educators should explore other creative strategies/methods during the teaching and learning process to create comfortable classrooms for students from various backgrounds.

2. For Students

    In reading comprehension in English, it is suggested that students make the best use of the learning process in class and contribute positively to effective learning. They also need to know their own needs and look for additional materials from various sources. To master the material well, students must try to learn more and study hard so they are not afraid to make mistakes. On the other hand, students also need to pay attention to the teacher so that students can understand the material well.

3. For Researchers

   In addition, it is also recommended for further research to be carried out and develop this research by expanding research problems and participants for those who are interested in researching and analyzing student achievement results using the Hots strategy.