# CHAPTER VCONCLUSION AND SUGGESTIONS

* 1. General Remarks

This part consists of two sections. The first part is the conclusion obtained from the findings of the previous chapter. Afterward, the second part is related to delivering suggestions for the students, the teacher, the institution, and the further researcher concerning the main issue.

* 1. Conclusion

Based on the data analysis of HOTS in English test items of school examination in Senior High School, it can be concluded that the importance of assessing order thinking is well recognized in recent educational assessments. Therefore, assessment, especially in summative tests, should contain sufficient items based on the concept of HOTS. However, in the present study, the researcher found that multiple-choice and written items in the Elective English summative tests such as Mid-Semester Assessment, Final Semester Assessment, and School Examination were insufficient for HOTS category. Out of 90 analyzed items, there were only 17 categorized as HOTS. Besides, most of them are classified into analyze (C4) and less evaluate (C5) and create (C6). Therefore, the test developers need to provide adequate portions of HOTS-based items to help students have good thinking skills to meet the challenge of the 21st century. It is also needed so Indonesian students have high competency and can adapt to the rapidly changing world. Moreover, it is expected that the test developers pay more attention to the distribution of cognitive levels of the HOTS items.

* 1. Suggestions

The researcher addresses some suggestions according to the result of the research finding that could be described as follow:

1. The students

The students should have a solid motivation to learn with critical thinking ability. As expected by the government, students are expected to master critical thinking skills to prepare themselves for the 21st century which needs critical thinking ability to speak to solve a problem. In particular, the students may need further training in critical thinking, especially in English course.

1. The teacher

The teacher can try to improve the teaching method and implement critical thinking in learning activities little by little, so that students are used to apply it in class or when working on examination HOTS-based.

1. The institution

For the institution, the researcher hopes this research could be helpful as a reference to conduct the research related to an analysis of Higher-Order Thinking Skill in English course.

1. The further researchers

For the further researchers who are interested in conducting this study, the researcher expects that the study result can be used as an additional reference for the following study related to an analysis of Higher-Order Thinking Skill in English or the other courses. Also, the researcher hopes that the research finding will be used as a starting point for the following research on similar problems.