

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to analyze the HOTS question items in the final exam questions for the first semester of grade 9th at SMPN 1 Baros and MTSN 2 Kota Cilegon. Based on the research conducted, it can be concluded as follows:

1. The first-semester final exam question items at SMPN 1 Baros show that the proportion of HOTS category questions is lower than the LOTS category. This is proven by the data, which shows that the distribution of HOTS in the final test of the first semester at SMPN 1 Baros was only 11%, with 5 question items out of 45 items. Meanwhile, the LOTS distribution reached 89% with 40 question items. HOTS questions are more at the cognitive analyzing level, or C4, found in item numbers 13, 23, 33, and 41. For level C5, there is only one item, item 19.
2. The results of the analysis of the first-semester final exam question items at MTSN 2 Kota Cilegon show that the proportion of HOTS and LOTS is the same as the analysis results at SMPN 1 Baros, namely that question items in the LOTS category appear more often, the distribution of question items in the HOTS category is lower than LOTS. It can be proven by data in the final assessment of the first semester at MTSN 2 Kota Cilegon that the distribution of HOTS only got 11% with 5 question items, more HOTS questions at the C4 level of analysis, which can be found in items numbers 13, 14, in multiple choice form, and an item

number 43 in essay form. Items in the HOTS category are also found at level C6, but there are only 2 questions, namely questions number 44 and 45. Meanwhile, the LOTS distribution reached 89% with a total of 40 question items.

The research findings conclude that both schools' exam questions fall into the LOTS category. This indicates that 21st-century learning goals have yet to be achieved, and these goals emphasize critical, analytical, creative, and high-level thinking skills approaches. Exam questions at SMPN 1 Baros and MTSN 2 Kota Cilegon are dominated by question items at the LOTS level, which only covers students' ability to remember, understand, and apply information so that it does not encourage students to carry out in-depth analysis, evaluate various perspectives, or generate new ideas. Research findings show that this results in limited learning in developing the skills necessary for the twenty-first century because excessive LOTS can lead to inaccurate assessments of students' progress. Therefore, educators must create curricula and assessment tools that accurately measure and improve students' understanding and help them acquire the skills necessary to face the challenges of a global society and rapidly advancing technological capabilities.

B. Suggestion

There are several suggestions from the author to convey. For teachers, researchers hope that this research can be used as a reference for designing English tests with HOTS standards so that they can stimulate students to think more critically. Researchers hope this research can build enthusiasm for learning English and help students achieve their best achievements. Apart from that, researchers hope

that students will be trained to think critically and logically when solving problems in education and everyday life. Researchers hope this research can contribute to building knowledge and other researchers can collect the same research with different variables.