

BAB V

CONCLUSION AND SUGGESTION

This chapter is divided into two sections. The initial section focuses on drawing conclusions from the research findings, while the second section delves into providing recommendations and suggestions based on the study's outcomes.

A. Conclusion

In light of the findings and discussions presented in the preceding chapter, the researcher has reached the following conclusion:

The eleventh-grade students at MA Negeri 1 Cilegon hold a positive perception regarding the implementation of higher-order thinking skills in reading tests. The responses gathered from the student questionnaires indicate that a majority of the students agree with the assessment approach that is centered on high-level thinking skills in the context of reading tests. On the other hand, the students still find difficulties in implementing higher order thinking skills that students face when working on reading questions, but overall, the result of the questionnaire has a high on each indicator Analyzing (C4) with the percentage 74.8%, Evaluating (C5) with percentage 75.6 %, and Creating (C6) with percentage 75.5%. The teacher's incorporation of advanced cognitive abilities significantly impacts the academic achievements of students. This is evident as students engage in refining their capacity to analyze new of information and establish connections

with existing knowledge. Subsequently, they can evaluate and create this information to generate innovative ideas distinct from their prior understanding. Additionally, students become accustomed to addressing inquiries that demand higher-order thinking skills. Crucially, the key outcome is that students experience a sense of ease and enthusiasm rather than monotony with the instructional approaches employed by the teacher.

B. Suggestion

Based on the conclusion above, there is some suggestion given as follows:

1. The teacher at MA Negeri 1 Cilegon should use methods and strategies that can relate to the implementation of Higher order thinking skills, and provide assessment questions that are in accordance with practical standards of higher order thinking skills, so that students when facing tests in any skill, especially in reading tests, because students can do it because they are used to it.
2. The other researcher, that the findings from this research will serve as valuable references for future research endeavors, as acknowledged by other researchers.