

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusions

The result of this study indicate the presence of almost all levels of thinking in English National Exam items in Indonesia, which create skill is the highest level of thinking in Bloom's taxonomy. After doing the content analysis by using checklist table as an instrument for collecting data from English National Examination, the writer concludes that:

1. The distribution of the higher order thinking skill in the multiple choice questions is lower than the distribution of the lower order thinking skill. It is proven by the result of the data which shows that the distribution of the higher order thinking skill in the multiple choice questions obtains only 7 and 15 questions out of 50 questions in the 2016-2017 and 2017-2018 academic year, or only 14% and 30%. While the distribution of the lower order thinking skill obtains 43 and 35 questions or 86% and 70% in each academic year.
2. The development and Comparison in the national examination from 2017-2018, The writer founds there was an increase in the amount of higher order thinking question, although not

significant., it was only increase 16%. But, if we compared from the previous year, it was quite developed. Then, the development of the variation in the multiple choice questions, almost has same form from the previous year.

Based on the results of this study, it can be concluded that Lower Order Thinking Skills (LOTS) are the main concern of English national exam items. This finding reveals that there is still much room for it to be the driving force in the effort to make learners critical thinkers. It must be accompanied by classroom exercises in all English skills which require students' HOTS. It is clear that those crucial principles necessary for constructing good test items are not met in English National Examination items in Indonesia.

B. The Suggestions

Based on the study, the writer would like to give several suggestions that might be useful for who read this study :

1. It is recommended that the designers of the test should modify the question items in English National Examination to include higher order thinking skills.
2. The ministry of Education instructs the test developers to create alignment between the English national exam comprehension

questions with the curriculum to ensure the reduction of literal level questions and increase the questions requiring comprehension levels which belong to HOTS.

3. English supervisors are recommended to prepare enrichment materials that provide teachers with more exercises that cover higher order thinking skills. In addition, they should hold more workshops to train the English teachers how to develop and enhance students' thinking skills.
4. Other researchers need to conduct studies related to the current one in other national exam items to see to what extent the higher levels of thinking were more reflected.