

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

A worksheet is used as the source for material and exercise for students in MA Al-Khairiyah Pipitan. The exercise's purpose is to improve and deeper student's knowledge, and the exercise is known as the student's worksheet. A worksheet is a paper that consisted of many tasks to work on by students after received material from the teacher.

There are many problems with student worksheets, especially in the area of exercise. Many people criticize the use of worksheets in education. Student's worksheet consists too little material and ordinary exercise for students. Therefore, the teacher needs to evaluate student's worksheets before giving them to students.

As a result, the worksheet should include a variety of exercises or assignments, as well as fluency in practicing the four basic language skills of listening, speaking, reading, and writing. Students that have higher-order thinking skills are more able to evaluate critically and solve problems while studying. In the current teaching and learning process, however, worksheet exercises involving higher-order thinking skills are still limited.

In this student worksheet for eleventh-grade senior high school students, the writer focuses mostly on reading skills and analyzes reading

essay exercises. The focus of this research is to discover out how higher-order thinking skills are distributed in reading essay exercises through empirical evidence.

The researcher discovers that the distribution of higher-order thinking skills in essay reading exercises is lower than that of lower-level thinking skills after analyzing student worksheets, analysis cards, and checklist tables as data collection instruments.

The distribution of higher-order thinking skills in the practice of reading essays in the student worksheet obtained only 4 out of 71 questions (5.6 %), whereas the distribution of lower-order thinking skills obtained 67 out of 71 questions, according to the data (94.4% ).

The following are the results of the analysis of the distribution of higher-order thinking skills:

- a) Analysis skills obtained 2.8 % on 2 of 71 questions.
- b) Evaluate skill, obtained 2 out of 71 questions correctly, or 2.8 %.
- c) Create a skill, but do not expect distribution results or 0%.

The distribution of higher-order thinking skills in essay reading questions in the eleventh-grade student's worksheet is low and imbalanced, according to the data. There are fewer and less diverse questions regarding reading essay practice questions in higher-order thinking skills.

## **B. Suggestion**

The writer thinks that the following suggestions may be useful to teachers, students, and anybody else who reads this research:

- a) The English teacher must check or evaluate the worksheet's contents to see if the material and exercises are acceptable for the student's needs and skills.
- b) Authors of worksheets and English teachers should improve their high-level thinking skills training so that students can think more complexly.
- c) Students should be encouraged to strengthen their critical and logical thinking skills by their teacher.
- d) Readers can expect to learn about worksheet selection, reading challenges, and the relevance of higher-order thinking skills in education and society as a result of this study.
- e) Schools can use the ministry of education textbooks to ensure that learning is based on the curriculum.

The teacher needs not be overly dependent on the worksheet's contents and takes it for granted. Because the teacher is the one who understands what is best for the students, it is preferable to adopt rather than accept the material or exercise from the worksheet.