

## **CHAPTER VI CLOSING**

In this chapter, a summary of this research will be presented. The implication for practice and further research dealing with HOTS will be suggested.

### **A. Conclusion**

This research aims to investigate how far English National Examination for SMA and SMK meet the perspective of HOTS questions. For getting the answer to these questions the researcher analyzed 6 packages of English national exams for SMA and SMK from the academic year 2016/2017 - 2018/2019.

The result of this research shows that English National Examination both for SMA and SMK have used HOTS questions. However, the number of HOTS questions is not sufficient yet, as the number of HOTS questions for SMA starting from the academic year 2016/2017 – 2018/2019 are 6, then 7, and the last is 8. While the percentage is 17%, then 20%, and 23%. For SMK the first is 2, then 3, and the last is 7. The percentage is 6%, then 9%, and 20%. Those numbers show that there are few questions of HOTS are used in English National Exam both for SMA and SMK.

Also, the thinking level that mostly appears in English National Exam for SMA and SMK is the LOTS level that varies from remembering (knowledge) (C1), understand (comprehension) (C2), and apply (C3). While the HOTS questions used are mostly in analyzing level (C4).

Finally, the differences in the development of HOTS questions are in the number of HOTS questions. As the data shows that the number of HOTS questions for SMA is more than the number of HOTS questions for SMK. The criteria used to compare between HOTS questions for SMA and for SMK is the HOTS criteria used in the revised Bloom taxonomy.

### B. Implication for Practice

The result of this research shows that only a few questions were used in the English national exam. Even though there are only a few questions that use HOTS, thus, it should be seen as an effort of the government to improve education in our country. This result implies more in the practical field. Because in preparing students to face the English National Exam, teachers should teach the students to use the six thinking level stated in the revised bloom taxonomy, as the questions in the National exam are arranged in those thinking level.

In the teaching-learning process, developing students thinking skills is very important to make them be ready for facing their era in their future, to be creative and to be able to solve their problems, and finally, they can survive their future. Therefore practicing the teaching-learning process that uses HOTS in its process need to be done in 21st-century teaching.

### C. Suggestion

As the result of this research shows that the number of HOTS questions used in the English National Exam is only a few, a further study about how to improve the teaching-learning process to improve high order level of thinking skill is needed. As 2019 is also the last year of the Final National Examination. Therefore, teachers should improve the steps of teaching that can stimulate students to think at a high level. That is why the next research should focus on the teaching-learning process to develop students thinking so they will be able to use their high order thinking skills.

