

CHAPTER V

CONCLUSION

5.1 Conclusion

Based on data analysis, research results, and discussion, conclusions can be drawn as follows.

1. Mathematics Initial Ability (Low, Medium and High) in solving High Order Thinking Skills (HOTS) questions

The ability of students to show that the ability of students to solve HOTS type problems is still low. This is because students are still having difficulties in completing evaluation questions and creations where in order to solve the problem assessment skills are needed and the students' ability to design ways of solving questions and making new steps. which has been stated previously, that the indicators of the High Order Thinking Skills questions are three, namely analysis, evaluation, and creation. After doing the research, it was found that in the analysis there was a percentage of students who answered the most questions on the indicator analysis. This shows the answer score of 36 students of class XI MIA 1 in completing question number 1 has only reached 44.59%. Likewise for the other questions, so that the score of the students' answer questions in question number 2 is 20.67%, the question number 3 is 70%, the question number 4 is 22.22%, the problem number 5 is 44.59% and the question number 6 of 9.87%. Based on the analysis of the answers to the XI MIA 1 class students in solving mathematical questions where students can understand the problem and yet not fully be able to plan exactly what students will do to solve the problem properly and correctly.

2. Factors that cause students to be wrong in solving High Order Thinking Skills

Factors that cause students to incorrectly solve high order thinking questions can be seen from the results of data processing of student questions, observations,

questionnaires and interviews. From the results of data processing questions obtained by the error factor in the form of lack of research students in the process of processing the questions. From the results of observational data obtained the error factor in the form of students' initial mathematical ability is low and the process that is passed during the test is not optimal. And from the results of questionnaire and interview data, it was found that errors in the form of lack of student understanding of the problem, incompleteness in reading questions and lack, lack of understanding of the concept of pythagoras, circles, rules of angles in circles and attention of parents.

5.2 Suggestions

1. For mathematics teachers

The teacher is expected to know to solve mathematical problems with Number types so that they can design and do learning that can improve those abilities. In addition, to improve students' ability to solve HOTS math problems, the teacher should give more assignments or similar practice questions. The teacher is expected to plant material concepts well and coherently, as well as in terms of planting concepts about strategies for solving a mathematical problem. The teacher is expected to familiarize students with mathematical questions in a coherent manner from understanding the problem of planning the problem solving, implementing the plan, and revisiting the truth of the problem solving. So that when students find a variety of math questions students solve them well and correctly.

2. For students

Students are expected to practice working on mathematical questions of HOTS type questions, especially questions with creation level (C6) and in the form of contextual questions or questions related to daily life. This is so that students are used to being able to solve various math problems. Students are

expected to get used to solving questions in a coherent manner from understanding the problem, planning a solution, implementing the plan, and looking back at the truth of the problem solving.

3. For further research

For research like this, observations should be made on classroom learning. This is so that researchers know the development of student learning. But if it cannot be done, it is best to interview several students about the learning process that has been passed or borrow student notes. For further research, the results of this study can be used to design learning models or strategies aimed at improving students' ability to solve mathematical problems of type from understanding questions, planning solutions, implementing the plan, and revisiting the truth of problem solving. For research like this, observations should be made on classroom learning. This is so that researchers know the development of student learning. But if it cannot be done, it is best to interview several students about the learning process that has been passed or borrow student notes. For further research, the results of this study can be used to design learning models or strategies aimed at improving students' ability to solve HOTS math problems.