CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The findings of the study lead to the following conclusions:

1. The distribution of each level of Revised Bloom's Taxonomy cognitive process dimension on the odd semester final exam questions of reading test for English in SMK St Nahanson Parapat Sipoholon in 2020/2021 academic year, namely at the cognitive process dimensions level C1 of 12 questions out of 18 in total (56%), C2 consist of 4 questions (22 %), C3 was not included (0 %), C4 covered 4 questions (22 %), C5 by 0 %, and C6 by 0 %.

2. The distribution of indicators on the odd semester exam questions of reading test for English in SMK St Nahanson Parapat Sipoholon for eleventh-grade of the 2020/2021 academic year is similarly not evenly divided. There are 26 indicators arranged by the English teacher for odd semester, only 2 indicators are included in the reading test items for total 9 questions out of 18 in total. Some indicators are not included in the questions, and there are 9 questions (50%) out of 18 in total were not related to the indicator.

B. Suggestions

Derived from the previous conclusions, the following suggestions as a follow-up in this study:

1. To teachers, teachers are advised to pay more attention to the rules of writing questions when compiling the questions, as well as the distribution of the proportion of exam questions based on the Revised Bloom's Taxonomy so that the questions are better and refer to the HOTS (Higher Order Thinking Skills) questions.

2. To further researchers, when conducting additional research, include other indicators to broaden and deepen research on final exam questions.