

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

In line with the results and findings of the study, it is concluded that the distribution of the higher order thinking skill in the reading 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 reading questions obtains 16 out of 100 questions or 16% while the distribution of the lower order thinking skill obtains 84 out of 100 questions or 84%. The result doesn't meet the good proportion of thinking order level, namely 30:40:30 for C1 and C2 : C3 and C4 : C5 and C6. The detailed conclusions are as follows:

1. The distribution of the higher order thinking skills looks like:
 - The analyzing level gets 6 out of 16 HOT questions or 37.75%
 - The evaluating level, obtains 3 out of 16 HOT question or 18.75%, and
 - The creating level, the most critical thinking skill, obtains 7 out of 16 HOT questions or 43.75%.

2. The dominant level of higher order thinking in textbook contain in creating skill gets 7 items out of 16 HOT questions or 43.75%. The summative tests emphasize more on the creating skill than evaluating and analyzing skill even though if comparing to the

other six cognitive domains, it is considered to have small distribution among them.

3. The higher order thinking skill is not properly available in this summative tests and inappropriate with thinking order skills of Revised of Bloom's Taxonomy.

B. SUGGESTIONS

In this occasion, the writer would like to give some suggestions that might be useful for the teachers, the students, and everyone who read this study:

1. The English teacher should train the students to improve their critical thinking or higher order thinking skill so that their higher order thinking skill could be better.
2. The test maker and teacher of English summative test complete the order thinking by enriching some exercise which could train the students to have the higher order thinking skill. And developed summative tests that use high order thinking by Revised Bloom's Taxonomy.
3. The readers of this study are hoped to have interest to enlarge their understanding about thinking order skill.