

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The result of data analysis generated the researcher to draw the conclusion that based on the data analysis, the researcher found that the distribution of cognitive levels in English Summative test of grade eight at SMP N 2 Simanindo was dominated by LOTS (low order thinking skills). The skills were Understanding level and Applying level. 11 test items which were classified as Understand level and more than a half of the test categorized as the third cognitive levels with total 33 tests. It is the dominant skills which mostly appear in the English summative test of SMP N 2 Simanindo. On the other hand, the HOTS only cover by one level that represent by total 6 test items in Create level. It showed that the cognitive levels of English summative test were in 10,20% in Higher order thinking skills and 89,79 % in Lower order thinking skills. The percentage of each level were 10.20 % with total 6 tests in the highest levels of Revised Bloom's taxonomy, Create level. Then followed by the second level of HOTS with represent by 11 tests with 22.44 % in which were classified as Understand and the third cognitive levels of LOTS as the dominant skills which represent by more than a half of test in 67.34% with total number 33 tests.

In conclusion, based on the analysis of English summative test of grade eighth in SMP N 2 Simanindo, it was revealed that low order thinking skills covering the skill of Understand and apply dominated compare to the high order thinking skills.

Obviously, in the level of high order thinking skills, there was only one skill, the skill of creating represented on the essay test and evaluate was not found.



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B. Suggestion

Based on the study of Cognitive levels of English summative test of grade eighth at SMP N 2 Simanindo, the researcher provides some suggestion for utilization and further development of summative test, as follow:

1. To English teachers

The English teacher as the stake holder in arranged the test, it is suggested that in the near future, an evaluation is needed to evaluate the test items made since the proportion of lower-order thinking skills as well as higher-order thinking skills are not proportional and whether those test items can be sufficient to promote higher-order thinking skills to the students. Therefore, it will be better so it will in accordance with the National Education Ministry standard.

2. To students

The students are expected to practice and learn English inside and outside the classroom to improve thinking skills and potential and give full attention while teaching learning process.

3. For Further Research

The result of this study can be considered as an additional reference for the further researcher related to this study.