CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This finding shows that in the reading comprehension questions in this book, there is only one level of higher order thinking skills. That is Analyzing which covers 40% of all questions. This means that out of a total of 76 questions, 30 of them are at the level. However, questions which deal into evaluating and creating are not found in the reading comprehension sections of the book.

The HOTS level in the reading comprehension questions in this book is dominated by Analyzing, with the dominance of analyzing level questions shows that the author of this book prioritizes students' deeper comprehension ability when reading texts rather than developing students' ability to make jugdgement based on the criteria and come up with new ideas related to the text.

B. Suggestions

Based on the findings, there are several suggestions for education stakeholders, such as writers or developers of English textbooks to upgrade reading comprehension questions based on Higher-Order thinking skills (HOTS), ensuring that these questions are developed and distributed equally across each level, not only to enhance students' complex comprehension skills but also to empower them to utilize critical thinking abilities in generating innovative ideas.

For teachers, who play a crucial role in the teaching and learning process, it is suggested that teachers do not solely rely on textbooks as the primary source of instruction. Instead, Teachers can consider using other media to develop Higher-Order thinking skills-based assessments or assignments. This diversification of instructional resources can contribute to a more comprehensive development of students' cognitive abilities.

Lastly, the researcher proposes conducting further research in broader contexts, encompassing various books, skills, or subject matters. This expanded scope of investigation would provide additional insights and understanding in the field of HOTS-based assessments and education.