CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

Parts of the conclusion and recommendations were offered in this chapter. The conclusion was formulated from research questions, while recommendations provided some ideas addressed to the researcher, exam makers, and further researchers.

A. CONCLUSIONS

This study analyzes English exam questions, especially reading comprehension questions for grades 10, 11, and 12, issued by Islamic educational organizations in Jepara. This research aims to investigate the representation of HOTS questions on the English exam questions based on the Bloom Taxonomy revised edition by Anderson and Krathwohl, with a three-dimensional model (cognitive process domain and knowledge dimensions).

After the researcher classified and analyzed the reading comprehension questions in the English test using a checklist table discussed in the previous chapter, it can be seen that the distribution of questions for higher-order thinking skills is lower than for lower-order thinking skills. Therefore, the researcher can draw the following conclusions:

1. The distribution of thinking skills based on Bloom Taxonomy revised edition with the cognitive process domain, for grade 10 English exam questions, only 4 out of 34 reading comprehension questions or 11.8%. Meanwhile, the distribution of lower-order thinking skills obtained 30 out of 34 questions or 88.2%. For grade 11, higher-order thinking skills get a percentage of 20% or only 8 out of 40 questions. Meanwhile, the distribution of lower-order thinking skills gets 32 out of 40 questions or 80%. For grade 12, higher-order thinking skills get a percentage of 12.1% or only 4 out of 33 questions, while the distribution of lower-order thinking skills gets 29 out of 33 questions or 87.9%. In addition, the analysis results based on the knowledge dimension for grade 10 obtained factual knowledge of 15 questions with a percentage of 44.1% and conceptual knowledge of 55.9% or 19 out of 34 questions. For grade 11, obtain factual knowledge in as many as 14 questions with a percentage of 35% and conceptual knowledge in as much as

65% or 26 out of 40 questions. Meanwhile, grade 12 obtained factual knowledge of 20 with a percentage of 60.6%, conceptual knowledge of 36.4% or 12 of 33 questions, and metacognitive knowledge of 3% or only obtained 1 of 33 questions.

2. Based on the explanation of the reasons, for the domain of cognitive processes, the level of thinking ability in English exam questions issued by Islamic educational organizations in Jepara for each class is more dominated by C1 (remember) with subcategory recalling. Meanwhile, for the knowledge dimension, contextual knowledge is dominated in the exam questions with sub-types of knowledge about theory, models, and structures.

B. RECOMMENDATIONS

Based on the conclusions above, the researcher would like to provide some recommendations that may be useful for everyone who reads this research:

1. The Researcher
   The researcher hopes that this research will be helpful for researcher and readers because it can increase knowledge in analyzing questions about higher-order thinking skills and the levels of higher-order thinking skills.
2. The Exam Makers
   The researcher suggests that the team of exam makers should use Taxonomy Bloom revised edition by Anderson and Krathwohl as a basic conceptual framework for improving the quality of questions and exercising students' ability to think at a higher level.
3. The Policymakers
   The researcher suggest that the current curriculum has not been transformed into questions that follow the curriculum guidelines. So the policymakers must ensure that the question maker follows the rules of the curriculum.
4. The Future Researchers
   According to the researcher, future researchers should conduct further research with a wider range of higher-order thinking skills in different ways. The researcher hopes that other researchers will be interested in a different analysis of higher-order thinking skills, especially in questions used for

classroom learning or other assessments, to see how far higher-order thinking goes in the future.