

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the Conclusion of the research and suggestions on the implementation of higher-order thinking skills (HOTS).

5.1 Conclusions

Based on the results of the research of students' Perception of the implementation of higher-order thinking skills (HOTS) at SMAN 3 Sungai Penuh, the researcher can make Conclusion as follow :

1. Some participants know the meaning of higher-order thinking skills properly and correctly according to the concept of Bloom's taxonomy. But some of them only understand the concept of the problem. It is not easy for students to understand the meaning of higher-order thinking skills.
2. All participants confirmed that in accordance with the statement by the teacher, it was true that in their school, higher-order thinking skills had been implemented, especially on exam questions.
3. The main obstacle faced by the students in the implementation of HOTS at SMAN 3 Sungai Penuh is the students' lack of understanding of English. It is said that students there can still be told that their proficiency in English is still low. Then also, the teacher did not really explain the concept of HOTS directly in class, so that it made students feel confused at first about the type of question.

5.2 Suggestions

After concluding the data based on the research findings, the researcher would like to propose some suggestions for the teachers and headmaster of *SMAN 3 Sungai Penuh*. The researcher hopes, at least, it could become an input to improve the implementation of HOTS.

1. For students

- a. Students are expected to further improve their English language skills.
- b. Students are expected to be more active in learning.
- c. Students are expected to be willing to learn independently from available sources.

2. For teachers

- a. The teachers should be able to explain in detail the meaning of higher higher-order skills to students so that students are not confused with new material and questions
- b. The teachers should be able to make questions or material according to the student's skills so that students can easily understand the questions.
- c. The teachers should be more creative and innovative in promoting HOTS lessons at SMAN 3 Sungai Penuh, such as preparing interesting media or topics, prepare suitable teaching strategies and learning sources.
- d. The teacher must multiply, discuss the questions and also explain the questions.

3. For the headmaster of SMAN 3 Sungai Penuh

- a. To provide supporting facilities which really influence the implementation of HOTS in English learning
- b. To organize teacher training in order to develop the teachers' knowledge of HOTS

4. For future research

- a. In this research, researchers only focus on the perceptions and constraints experienced by students. For further researchers, it is expected to be able to focus on other parts, for example, such as student ability.