CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1. Conclusion

This study aims to contribute to the development of Higher-Order Thinking Skills-based reading questions. The questions created are additional questions for the book "Work in Progress" which after being examined by several researchers found that the quantity of Higher-Order Thinking Skills questions in the reading element in the book did not reach 20%.

As stated by previous HOTS questions' writers cited in Chapter II, there are many difficulties in developing HOTS questions. In this study, the difficulty was found to be determining whether the questions were appropriate for students' competencies and whether the questions were easy for students to understand and answer or not. In this study, the development of model answers for each question created helped in the development of the questions. The writer placed herself as a question writer and also an answerer to ensure that the questions made could be answered or not.

In this study, the questions developed were not tested on real students due to time limitations and coinciding with the final exams. Therefore, to measure that the questions developed are acceptable, the questions' validation by an expert was conducted. From the validation results, several errors were found so improvements were needed which have then been implemented.

5.2. Suggestions

Based on the research above, the researcher would like to give some suggestions. Firstly, for teachers who may have difficulty in making questions, especially essay questions, the researcher has a suggestion that in making essay questions, teachers can make model answers along with developing questions and scoring rubrics so that they can estimate whether the questions they develop can be answered by students or not.

Secondly, since the HOTS reading comprehension questions developed in this study are only HOTS reading comprehension questions, the further researchers who will do research related to this can develop questions with different elements,

for example, writing or listening elements because there is still not much research about it in the current Merdeka Curriculum.

Lastly, since the questions developed were not being tested or tried out to grade X students, it is hoped that other researchers or teachers could voluntarily try out these questions to their students.

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