

CHAPTER V

CLOSURE

This chapter contains the conclusion of the study based on the findings and discussion for objective test of English evaluation instrument that made and used by an English teacher at MAN 2 Tapin as students' evaluation instrument in their teaching learning process. There are also some suggestions for English evaluation instrument, and for the next researchers who will conduct study with the same issues interest.

A. Conclusion

Based on the findings and discussion of the study discussed in the previous chapter, the writer concludes as follows:

1. English evaluation instrument with total of question is 45 questions, which made and used by an English teacher at MAN 2 Tapin as students' evaluation instrument in their teaching learning process applied the dimension of thinking process as follows: (1) there are 40 questions include in lower order thinking skill (LOTS), (2) 1 question includes in middle order thinking skill (MOTS), and (3) there are 4 questions include in higher order thinking skill (HOTS).
2. LOTS was more dominant dimension than other skills of thinking process based on revised Bloom's taxonomy. It also showed that English evaluation instrument made not inline with the rules of making a test which stated by

Sivaraman and Krishna as follows: 20-30% in LOTS, 40-50% in MOTS, and 30-40% in HOTS.

B. Suggestions

Based on the dimension of thinking process analysis consisting of LOTS (remembering and understanding), MOTS (applying), and HOTS (analyzing, evaluating, and creating) to the question of English evaluation instrument at MAN 2 Tapin in Academic Year 2018/2019, the writer would like to give some suggestions that might be useful for the headmaster, teachers, the students, and everyone who read this study. These are suggestions that writer makes as follows:

1. Headmaster should improve English teacher ability to make an evaluation instrument which includes each level of the dimension of thinking process based on Bloom's taxonomy revised through follow the ship in socialization, training, and practice directly about the dimension of thinking process based on Bloom's taxonomy revised in evaluation instrument.
2. The English teachers should improve the questions which still in lower order thinking level to middle or higher order thinking level.
3. The teachers should balance between lower order thinking skill, middle order thinking skill, and higer order thinking skill when make a test as evaluation instrument or another test.
4. The students and the teachers should train their critical thinking or higher order thinking skill outside the school so that their higher order thinking skill could be better.

5. The readers of this study are hoped to get some references or perspectives about the dimension of thinking process in evaluation instrument, and the importance of applying the higher order thinking skill in the evaluation instrument, in the educational, or in the social life.