

CHAPTER V

CLOSURE

In this last chapter the researcher presents the conclusion and suggestion based on the analysis of done in the previous chapter. It compasses the main points of the study and the researcher also provides some suggestion for the rearders who want to conduct a research on the similar subject. It has correlated with the tittle “ An Analysis of Higher Order Thinking Skills (HOTS) of English Reading Comprehension Section in National Examination at Islamic High School”. Based on the research and collecting data, the writer draws some conclusions as follows:

A. Conclusion

Based on The precentage of HOTS in English Reading Comprehension Section 2017/2018 is 54,3%, all of 35 Multiple Choice questions in the English Reading Comprehension Section 2017/2018, the analysis and creation skill are none and 19 questions are evaluation skill.

Based on the result of the mean of student’s absorption in answer of HOTS English Reading Comperhension Section at 12th grade of MAN 1 Banjarmasin correctly is 728% and it is categorized in good. According to Thomas dan Thorne (2009) They that HOTS can be learned and taught.

Based on the result of the factors of students’ difficulties in doing of HOTS in English Reading Comprehension Section at 12th grade of MAN 1 Banjarmasin are lack interest in English, do not

understand the purpose or mean of reading and not accustomed to do conclusion or interpret and actually it is seldom to apply in teaching and learning activity.

B. Suggestions

The researcher recommends that the English teachers should improve the student's ability of higher order thinking skills also provide students with more reading activities, help them with hints and clues, also train them to practice the cognitive and meta-cognitive strategy while reading. In this regard, teachers should not lecture all the time, and explain everything to the students but they should encourage the students to read and find out by themselves the different layers or meaning of the texts.

The researcher also recommends that further researcher can be investigated to know the implementation of Higher Order Thinking Skills in the teaching and learning activity.