

## **Chapter 5**

### **Conclusion and Suggestion**

#### **Conclusion**

The results of this study indicate the presence of almost all levels of thinking in English National Exam (ENE) items in Indonesia, except “Appreciation” which is the highest level of thinking in Barrett taxonomy. It is obvious that literal which is included in Lower Order Thinking Skills, among all levels of comprehension has the highest percentage; its percentage equals 68.60%. Accordingly, the order of thinking levels for ENE items from the one with the highest percentage, toward the lowest one is as follows: Literal (68.60%), Reorganization (20.80%), Inferential (10.3%), Evaluation (0.3%), and Appreciation (0%). In other words, the majority of the questions focused primarily on the comprehension level of literal and reorganization (LOTS) than inferential, evaluation, and appreciation (HOTS) as LOTS items comprised of 87.4% and HOTS 10.6%.

Accordingly, based on the results of this study, it can be concluded that Lower Order Thinking Skills (LOTS) are the main concern of ENE items. Hence, English National Exam in Indonesia solely cannot make learners critical thinkers. It must be accompanied by classroom exercises in all English skills which require students' HOTS. This finding reveals that there is still much room for ENE to be the driving force in the effort to make learners critical thinkers. Furthermore, it is clear that those crucial principles necessary for constructing good test items are not met in ENE items in Indonesia.

### **Suggestion**

Recommendation for future practice and research include the following:

1. It is recommended that the test designers should modify the question items in ENE to include higher order thinking skills.
2. The Ministry of Education instructs the test developers to coordinate with curriculum developers to create alignment between the ENE comprehension questions with the curriculum to ensure the reduction of literal level

questions and increase the questions requiring comprehension levels which belong to HOTS.

3. English supervisors are recommended to prepare enrichment materials that provide teachers with more exercises that cover higher order thinking skills. In addition, they should hold more workshops to train the English teachers how to develop and enhance students' thinking skills.
4. Other researchers need to conduct studies related to the current one in other NE items to see to what extent the higher levels of thinking were more reflected.

To ensure students success and prepare them to face the challenges in 21<sup>st</sup> century, it is very crucial to train them to have creative and critical thinking. One of the ways to reach the purpose is by providing them intensive exercises to answer questions requiring their higher order thinking skills such as those belong to inferential comprehension, evaluation, and appreciation level. In this case, assessment and evaluation practices of teachers are of great importance.

Running Head: THINKING SKILLS IN QUESTIONS OF  
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