

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents conclusion of the development of Higher-Order Thinking Skills reading comprehension questions for senior high schools students and suggestions for English teacher and other question developers.

5.1 Summary and Conclusion

This research aims to develop Higher-Order Thinking Skills reading comprehension questions for senior high school students. Two text genres are used in this research, they are analytical exposition and explanation texts. Two authentic texts are selected for each genre. Multiple-choice question each with three options is used to develop the reading exercise. A set of parameters and test blue print are used as the basis for the questions development. In developing HOTS reading comprehension questions, the writer applied the ADDIE model of instructional design consisting of five stages; they are Analyzing, Designing, Developing, Implementing, and Evaluating. The result of the development is the reading exercise consisting of four reading texts and twenty five multiple-choice questions. The reading exercise developed has a high content validity and high reliability coefficient of 0.68. This is considered as a high reliability.

5.2 Suggestions

The developmental research on constructing HOTS multiple-choice questions for reading comprehension materials has resulted in the educational implication that (1) multiple-choice questions (an objective type of questions) can be used to measure students' comprehension by manipulating their Higher-Order Thinking Skills, and (2) adjustment of the reading passages may be needed to enable the development of certain questions, especially for the Creating level of HOTS.

Based on the result of this developmental research, the writer would like to suggest the followings:

- 1) Teachers should train themselves to construct multiple-choice questions of HOTS levels and use them for their students, so that students could practice manipulating their Higher-Order Thinking Skills.

- 2) As in this developmental research one type of objective questions (the multiple-choice type) is used, it is expected that other researches of the same topic could use other types of objective questions, such as: matching, true or false, et cetera.

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