

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on data analysis on this research which is the result of document analysis and classroom observation, there are three conclusions can be explored on the following conclusion below:

1. The ability of English teachers in Senior High School at 01 Dua Koto in designing Higher Order Thinking Skills (HOTS)-based learning is overall in the “Good” category. This can be seen from the teaching module documents that show teachers' efforts to use operational verbs that focus on analysis and create.
2. There are several factors that influence teachers' ability to design HOTS-based learning. The main supporting factors are teachers' strong conceptual understanding of HOTS and the availability of resources such as information technology.
3. There are some obstacles faced by teachers are the diversity of ability levels and lack of student confidence.
4. Teachers also felt that they need more structured training and access to digital resources to bridge the gap between theory and practice.

B. Suggestion

Based on the research findings, the researcher offers the following suggestions:

For the teachers

1. Improve technical understanding of developing HOTS-based lesson plans or learning modules, particularly in formulating objectives, developing core activities, and developing assessment instruments.
2. Align written plans with learning practices so that the quality of learning in the classroom can be well documented.
3. Utilize training and workshops related to HOTS learning design held by schools or relevant institutions.

For the school

1. Provide ongoing mentoring programs for developing HOTS-based learning materials.
2. Encourage teachers to collaborate across subjects in developing HOTS learning strategies.

For researcher

The researcher hope this research can be used as an references for further with different sample and occasion. Basically this research focuses

on the EFL teacher's ability to design HOTS-based learning at Senior High School 1 Dua Koto. The researcher realize that this research is far from being perfect. The researcher hopes the other researcher may conduct research about learning design from different perspective.



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