

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings, it can be concluded that LOTS still dominate over HOTS. Most questions focus on asking students to recall information, understand the meaning of the text, and apply what they have learned previously. Meanwhile, the use of HOTS questions is still limited in this worksheet. Therefore, the proportion of LOTS and HOTS in this worksheet is unbalanced, particularly in the evaluating and creating categories, which are absent from this worksheet. The worksheet needs to include more HOTS questions so that students can develop their critical thinking skills in analyzing and evaluating, as well as their creativity, in line with the objectives of the Merdeka Curriculum. Since the proportion of LOTS and HOTS is unbalanced and the reading questions do not yet meet the cognitive standards of the Merdeka Curriculum, this worksheet cannot yet be recommended for use in its current form. It should first be revised by adding more HOTS questions, particularly at the evaluating (C5) and creating (C6) levels, before it is recommended to the teachers and students.

B. Suggestions

After doing this research, the researcher would like to give some suggestions: For Future Researcher: This research can be used as a guide for other researchers or teachers to create questions based on thinking skills. For Teacher: This research can help teachers create HOTS (Higher Order Thinking Skills) questions using theory, and use it as a reference when making worksheets or school exam.

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