

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of the study dealing with the teachers' questions and tests in relation to students' high order thinking skills which are employed in English Department at the State University of Jakarta.

5.1 Conclusions

The analysis of questions were discussed on lower and higher level of questions that will stimulate students' thinking skills. The researcher used cognitive process dimension of revised Blooms' taxonomy to investigate the quality of the teachers' questions and tests in 3 courses of English Department at the State University of Jakarta. There were six points of the stages of Bloom's taxonomy which are remembering, understanding, applying, analysing, evaluating and creating level.

Most of the teachers' questions were on developing remembering level of students' thinking skills. Remembering question is the most used questions by the teacher during the learning and teaching activities in the classroom (47%) and (35%) in the tests, or it can be described the percentage of teachers' questions posed in the classroom still in low order thinking for 59% and in the tests for 65%.

Teachers asked students' memory to produce definitions, facts or lists, or recite or retrieve materials. The low order questions might be as the bait to

encourage students and it might also be used because students are tended to passive, and the teachers used it as one of the strategies to engage students' attention, then teachers might lead them into the next step of high order questions to raise their high order thinking level since based on the observation when the teacher asked in a higher level questions, the students became passive and teachers usually have to mention their name one by one.

In addition, analysing and creating are occupy in the second and third position, it can encourage students to be more creative and innovative in the teaching and learning process.

5.2 Suggestions

Based on the data found, there are suggestions that need to be addressed in improving in terms of implementation of teachers' questions and tests related to students' high order thinking skills. Teacher should use all the level of questions but it is not good to pose low order questions continuously. As the higher education, teachers should stimulate students' high order thinking skills. Teachers can pose questions direct from the Q6 or evaluative questions to raise the students' level of thinking. If the situations and conditions cannot be good at it, teachers asked questions in the level of Q4 which is analysis or Q5 which is synthesis so that the students could raise their high order thinking in the next future.