CHAPTER V

CONCLUSSION AND SUGGESTION

5.1 Conclusion

This present study is trying to figure out about two things, the English teachers' perception about the implementation of HOTS in EFL classroom, and the challenges that English teachers faced in implementing HOTS in EFL classroom. The writer used three English teachers who taught in different class in UPT SMPN 3 Wlingi as a respondent in this study. To collect the data the researcher conducted direct interview and class observation that was held from 26 May 2023 and finished on 9 June 2023. Through classroom observation, the researcher can observe what the teachers did during teaching-learning activity and how English teachers applied HOTS in EFL classroom.

There were several data served from the research to find the answer to the problems statement in this study. The first question about English teachers' perceptions toward the implementation of HOTS in EFL classroom can be answered by the result of the interviews to get their perspectives. While the second question was answered by combination of the data from the result of the interview and class observation along with several supporting data.

Based on the findings, the implementation of HOTS in the EFL classroom is related to two aspects. The first aspect is the challenges faced by English teachers

in implementing HOTS in the EFL classroom, and the second aspect is the English teachers' perception of implementing HOTS in the EFL classroom. The challenges faced by English teachers in implementing HOTS in the EFL classroom are also related to three aspects, encompassing different challenges related to students, teachers, and facilities. Additionally, the English teachers' perception about the implementation of HOTS in the EFL classroom is related to three aspects, which include the definition of HOTS, the benefits of HOTS for students in academic settings, and the benefits of HOTS for students in developing 21st century skills.

5.2 Suggestion

This study's findings will assist teachers improve their English classes. The researcher suggests an effort to share the findings in order to assist teachers in improving their English classes, particularly for those who have never heard of the Bloom Taxonomy revised theory. If necessary, a webinar or workshop for teachers is a great way to share the knowledge.

Besides, the writer suggests that future researchers improve the variables of this study. It would be preferable if the next study had greater results in terms of class observation. Development can also take the form of expanding the scope of the class being studied, such as increasing the numbers of respondents or the length of the study.