

CHAPTER IV

CONCLUSION, SUGGESTIONS, AND RECOMMENDATIONS

4.1. Conclusion

To understand what it means to be a teacher as a profession, one must first understand what it means to be a teacher. Teaching is a distinct career with all of the characteristics that a profession should have. A professional occupational group in the education sector with social, cultural, economic and technological dimensions. Furthermore, both internal and external influences have an effect on the teacher's job. Internal factors influence a teacher's sense of his or her role, while external factors include beliefs and expectations about the teacher's role. Many things must be experienced in the life of a teacher as a teacher. For example, the process of meaningful and life-long learning, in which teachers grow their conceptions and change their teaching practice. Because it can't be denied that the most important school-based component in student achievement is the teacher. Professional teachers, then, are those who have a firm grasp of the subjects and are true to the intellectual demands of their disciplines, understand students' needs, and understand the rules of their profession. Then a teacher must understand students' abilities, not only teach but also educate, comply with administration and clear lesson plans, and adjust methods and media to students' abilities in order to fulfill his profession, competence, and skills. For every teacher there must be ways and rules for his profession, without these rules the teacher will not be easy to reach the limits of his profession. This professional rule is very important for teachers because teachers are an important factor or component for schools as mentioned above.

The three basic areas in which instructors' competencies are classified are field competencies, pedagogical skills, and cultural competencies. Meanwhile, competencies are the knowledge, abilities, and values that a teacher-trainee must possess in order to complete a teacher education program successfully. By the way, the competencies extend to a teacher's

personal and social behavior, which should contribute to long-term growth. In addition to schools, teachers are also needed to open private places for their successful competencies. Therefore, if the teacher is unwilling and unable to fulfill his competence, this will be very influential and risky to the school or educational institution under the auspices of the teacher. Therefore, it is better for the teacher to try to fulfill his competence for the good of the teacher himself and for the common good.

The ability of teachers to communicate concepts relevant to the learning subject is one of their basic teaching skills. Instructors' identities of teachers are made up of three components that reflect personal, situational, and professional factors. Therefore the teacher is very influential any act of teaching is the outcome of a deliberate or unconscious of their decision. It is required for teachers to be creative and innovative and try to join training or MGMP. Must have the spirit of parents towards students and carry out any government policies. For teachers, in order to achieve qualified skills as above, they must be diligent in participating in the MGMP and do not just stay silent when participating in the association because silence cannot develop the quality of communication or the quality of teaching the teacher. By actively participating in training and sharing opinions or experiences with other teachers at MGMP, the teacher will get creativity and innovation by himself.

Teaching is a series of events that take place outside of the classroom and are intended to help the internal learning process. A teaching strategy, on the other hand, is a broad plan for a lesson that includes organization, instructional objectives, and a list of methods. On the other hand, teaching has a variety of characteristics such as interaction between teacher and students, teaching formal or non-formal etc. In teaching the teacher must get closer to the students and condition the class, according to administrative guidance and the selection of methods and media that are suitable for students, as for evaluation, such as re-discussion, pretest and posttest.

Everything that will be taught must have full preparation related to methods, media, knowledge of students' interests and abilities, the ability of the teacher to approach students so that everything is in harmony with the comfort conditions of students in class, conveying material and student interaction with the teacher is more active.

For speaking, the teacher must encourage students not to be afraid of saying the wrong thing . On the other hand, is the process by which students communicate with others or express their thoughts, intentions, hopes, and perspectives. Speaking is very important cause everything in today's world is tied to speaking. To be known that comprehension, grammar, vocabulary, pronunciation, and fluency are the five components of speaking ability. The most important thing in speaking is that the teacher as much as possible finds a powerful way to persuade students to be willing and interested in speaking, that's the first. Then the most important thing in speaking is to start, the teacher must make students understand that speaking or communication is important for the first and second people to understand what each person is saying. It will be useless if what is being said is too high and meets language standards but cannot be understood by the other person. So raise and teach first that speaking is important to be understood by the other person, this will also generate interest in students to learn speaking.

First make students like English and get them used to speaking English in class with simple vocabulary, and then develop the material by relating it to the surrounding environment. There are many principles of teaching speaking skills such as encourage students to speak or tolerate students mistake. How much better to understand how certain topics, problems are arranged, represented, and tailored to the various interests and skills of learners, as well as how they are presented for instruction, when teaching speaking. Beside from that, teachers must understand what speaking competence entails and how different parts of speaking competence connect to one another in order to teach speaking holistically and fully. For evaluation

such as listening, simulations, role playing, and interviews can all be used to assess students. Being a speaking teacher, you must understand the continuity in speaking, in addition to being able to come out when you find ambiguity in pursuing speaking, it can also be used as a reference to answer all students' questions related to speaking. In this way the teacher can be patient in teaching speaking and know the limits of his tolerance for students when students make mistakes, because the teacher understands in teaching speaking, the teacher understands and knows the ability of each student in speaking and distinguishes the method of delivery for each. student abilities. Based on the teacher's knowledge of the student's abilities above, the teacher must have known the steps or ways to gain knowledge about the student's abilities, of course, by holding a pretest or posttest and with an evaluation at the end of the semester.

As a result, the twenty-first century heralds the shift from the industrial to the knowledge era. Then, in this era, critical thinking and problem-solving skills have always been important and used. Beside from that, learners in the twenty-first century must be self-directed to collaborate with individuals, groups, and machines. Teachers must frequently ask provocation questions, share with students, and form an adult mindset in order to form a critical and problem-solving attitude. It is also preferable to mix or mix past and present learning in order to acculturate learning. Here it is useful to help teachers find the right teaching for the 21st century as mentioned above such as the critical and mental thinking of students who are able to solve problems, therefore it is important for teachers to filter and look back so that teachers can find out which ones can be used and which ones. which must be discarded to teach in the current era, because without taking this step the teacher may find it quite difficult to determine what kind of learning model will be applied without looking at the learning of the previous era.

4.2. Suggestions

Based on this research, the researcher proposes that English Language Teacher Education (ELTE) can build the capacity of educators to at least have requirements in the teaching process. Then, in order to relate to the twenty-first century, teachers must adapt the capacity of their teaching abilities, or beginners can begin their teaching process by utilizing this research as a guideline for developing their skills or capacity. Furthermore, there are still flaws in this research that need to be considered, such as the lack of examples, application, techniques, teacher professional development, and other neglected elements that might be explored in this research.

4.3. Recommendations

This research is recommended for English Language Teacher Education (ELTE) to improve their classroom teaching. This research can be used as a teaching guide for teachers, as well as for researchers who want to delve deeper into the educational process as a result of technological advancements.

