

CHAPTER IV

CONCLUSION

This chapter presents the conclusion of this research and offers some suggestions. The researcher makes this conclusion based on the result of chapter II and chapter III.

4.1 Conclusion

English teachers may specialize in one subject, but they still have to meet the same general education exam requirements as other middle and high school teachers. Each state has specific requirements or certifications, which can take special exams, general exams, or both. To become English teachers must have specific requirements or certification. Based on the data gathered to answer the first research question the researcher concludes that this research take 44 indicators the requirements to become English teachers.

This research shown 25 characteristics of becoming English teachers at Islamic Senior High School in 21st century including: 1) speak English well, 2) effective communication skills, 3) knowing grammar well and being able to explain something on the spot if necessary, 4) understand spoken English well, 5) linguistic and communicative competence, 6) prepare the lesson well, 7) provide opportunities to use English through meaningful activities, 8) mastering in technology and media literacy, 9) mastering four pedagogies, 10) knowledge about teaching strategies, 11) approach to learners, 12) have a good sense of humor, 13) help students' self – confidence in learning English well, 14) have interest in students, 15) ability to create friendly atmosphere in the classroom, 16) religious, 17) sincere in teaching, 18) tolerance and honest, 19) respect and diligent, 20) create the students increase religion subject of knowledge, 21) teacher as adaptor, 22) teacher as motivator, 23) teacher as risk taker, 24) teacher as communicator and 25) the teachers should succeed in mastering technology and media literacy.

This research also found 44 of the requirements to become English teachers, including: 1) pronunciation, 2) vocabulary, 3) fluency, 4) listen effectively, 5) use communication for a range of purposes, 6) grammar, 7) part of speech, 8) grammar, fluency, pronunciation, vocabulary, 9) sociolinguistic competence, 10) discourse competence, 11) learning objectives, 12) learning activities, 13) assess student understanding, 14) environment, 15) activities, 16) ICT, 17) media, 18) teachers' ability in managing students, 19) learning from planning, 19) implementing and evaluating, 20) follow the lesson plan, 21) strategies, 22) update knowledge, 23) learning approaches, 24) humor, 25) self-confidence, 26) motivation, 27) remembering students name, 28) open minded, 29) positive learning environment, 30) religion very important in life, 31) carry out all God commands, 32) positive think, 33) freedom and equality, 34) admit the mistake, 35) habit, 36) subject religion, 37) teacher leadership, 38) sharing expertise, 40) motivate and inspiration, 41) risk taker embrace the risks, 42) role and skill, 43) application, and 44) media literacy.

4.2 Suggestion

The researcher understands that this research is still far from perfect. However, the researcher offers the research as a references or guidelines for teachers, and other researchers. The suggestions for teachers, and other researchers presents in the following:

4.2.1 For the Teacher

For the teachers in 21st century, this research is useful for English teachers to prepare to become English teacher who have the characteristics and requirements that have been previously explained by the researcher.

4.2.2 Other Researchers

The theory that include in this research can be beneficial for other research who wants to examined the same topic or research area, the next researcher can develop the research to make it better.