

CHAPTER IV

CONCLUSION & SUGGESTION

This chapter describes conclusions and suggestions based on the findings of the research and the descriptions in previous chapters regarding the problem under study, namely a qualitative analysis study on the need of Pre-service English teachers' pedagogical competence development in the 21st century.

4.1 Conclusions

Based on the results of data analysis, it can be concluded that in accordance with the formulations of the first problem and second problem, namely the characteristics and the needs of pedagogical competence, there are eight of the needs of Pre-service English teachers' pedagogical competence development in the 21st century. Those are from four sources: National Education Act (2007); Asmani (2009); Janah (2016); Susanto (2019), consist of: (1) Understanding learning theories and principles; (2) Utilizing information and technology to design learning as learning activities; (3) Developing curriculum related to subject matter; (4) Expanding the potential of students; (5) Developing student characteristics; (6) Communicating related manners with students; (7) Conducting assessment and evaluation of learning outcomes. Therefore, these needs contained in this pedagogical competence are interrelated and play an active role in the learning process that helps teachers; especially pre-service teachers carry out their duties as teachers and in developing their pedagogical competencies in the 21st century.

In addition, there are the needs of Pre-service English teachers includes; First, read and learn of knowledge of teaching, learn methods of teaching, especially new methods of teaching, learn more about giving motivation for students, understand how to deliver learning material effectively, recognize the

various class management, includes makes the class comfortable and fun, accommodate more learning styles, and preparing varied evaluation

Second, utilizing information and technology to design learning as learning activities, includes; more using media of learning, comprehend the various of media of distance learning, and learn more about kinds of internet-based multimedia in the learning process, developing curriculum related to subject matter, such as; reading about how to make lesson plans according to students' needs , learn about making learning materials by using various sources and pay attention with the sequences in the lesson plan, understand about designing lesson plan creatively by applying more sources, know the various learning activities according to the syllabus, and learn more the strategies of selecting the material based on students' abilities, expanding the potential of students, they are; provide more motivation and opportunities by creating competitions, give more learning activities that support development of students' creatively and critical thinking, and find out various appropriate activities outside the classroom and school to support students' interests and abilities,

Third, developing student characteristics, includes; know about various ways of building students' characters in learning activities, provide more techniques in creating fun learning, learn more examples of motivations and approaches for children with special needs, seek the ways of observing students' behavior in and out of classroom, and learn various methods of taking the attention of students who have weaknesses in academics, communicating related manners with students , such as; uses various ways of communicating so that students can understand in learning activities, learn other strategies of management class to make class conditions when learning is conducive and fun, find out other methods to find out students' understanding of the material, and understand the ways how to be polite when students ask, conducting assessment and evaluation of learning outcomes, likes; learn the kinds of evaluation tools for assess student performance, understand other types and techniques of assessment and evaluation section, and also learn more about giving evaluation section for

students who have difficulties and lack of understanding of the topic and not achieving basic learning competencies.

4.2 Suggestions

In preparing this thesis, the researcher realizes that this research is still not good and has various shortcomings. However, the researcher suggests this research to teachers, pre-service teachers, ELTD and further researchers, so that they can be a source or basis for consideration in carrying out their respective duties in the world of education.

4.2.1 Teacher

Teachers are expected to further improve pedagogic competence in various aspects, starting from understanding the theory and principles of learning, where there are several things including good teaching methods, using learning media, understanding the character and potential of students, behaving politely during learning and even how to provide effective assessments as a result of student learning to improve student learning outcomes, quality of teaching by participating in several trainings and seminars aimed at developing competencies, including pedagogical competencies in the 21st century. Then, if teachers already have good teaching skills, it is also hoped that their ability to deliver an effective learning process is also improved.

4.2.2 Pre-service Teacher

For pre-service teachers who will become teachers, they are expected to prepare more thoroughly about teaching. Starting from choosing materials that suit the needs of students, choosing the right teaching methods and strategies in learning, and determining good evaluation techniques for students. All of these teachers needs require the skills of a teacher in managing learning to run well. For that, prospective teachers must understand these needs by studying them further.

4.2.3 ELTD

As a department of English education that produces prospective English teachers who have good teaching qualities. In this case, ELTD (English Language Teaching Department) is expected to redesign the planning program for teachers with more teaching knowledge so that students are better prepared to develop their teaching skills as prospective teachers who will become teachers in the future.

4.2.4 Future Researchers

For future researchers, it is expected to better understand and deepen knowledge related to all teacher competencies, not only in pedagogic competencies, but all competencies that support teacher teaching skills, namely; personal, professional, social, and pedagogic competencies.

