

## CHAPTER IV

### CONCLUSIN AND SUGGESTION

After analyzing and describing the obtained data in the chapter II and III, then in this chapter there are conclusion and suggestion as the last part of this research. The conclusion bellow is the answer of the research questions, meanwhile the suggestion is proposed to give information to the readers who are interest in doing further research in this area.

#### 4.1 Conclusion

The researcher draws conclusions based on the results of data analysis using qualitative research methods, with research data obtained from interviews and documentation. Based on the researcher findings in researching 21<sup>st</sup> century English teachers in one of the junior high schools in Cirebon city regarding the charachteristics of English teachers in 21<sup>st</sup> century and the needs of English teachers candidates in the 21<sup>st</sup> century, the researcher can draw the following conclusions.

The English teacher at the school can fulfill all the characteristics of the 21<sup>st</sup> century teacher, including the teacher as an adapter, the teacher as a visionary, the teacher as a collaborator, the teacher as a risk taker, the teacher as a learner, the teacher as a communicator, the teacher as a model and the teacher as a leader. Based on this, it can be said that the English teacher in this junior high school applies eight 21<sup>st</sup> century English lessons although in certain cases, the teacher as a model cannot be applied optimally.

Then, for the needs of English teachers candidates in the 21<sup>st</sup> century, based on findings, ability in the ICT field is the most important thing. To become a teacher in the 21<sup>st</sup> century, teachers candidates must be technology literate, meaning that teachers must be able to adapt, collaborate and utilize the potential of technology in learning appropriately. Then, as an English teachers' candidate, of course must be able to communicate using English well. In addition, teachers in the 21<sup>st</sup> century must also be able to

meet the criteria for excellent and qualified teachers. Based on these things, it can be seen that the needs of teachers in the 21<sup>st</sup> century are more emphasized on the mastery of the ICT field. However, it does not eliminate other requirements, but in this case, the ICT field is something that almost always must be owned and involved in the 21<sup>st</sup> century teaching and learning process.

## **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, learning materials developer, and further research. The suggestions for teachers, learning materials developer, further research and English learners presents in the following:

### **4.2.1 For English Teachers' Candidate**

In preparing to become a teacher, prospective teachers must prepare themselves better by understanding their duties and needs. Thus, prospective teachers already have maximum readiness when they will go directly to become a teacher. Then, prospective teachers are expected to further improve their skills in the ICT field in order to be able to keep up with educational developments.

### **4.2.2 For English Teacher**

Being a teacher means that the teacher must be ready with all the demands and obligations as an educator. Have a high sense of responsibility and can be a good learner and leader for students. Thus, teachers are expected to be able to always improve their quality to continue to develop in order to achieve satisfying learning goals.

### **4.2.3 For Students**

In the learning process, students are expected to work together to participate in learning activities so that learning objectives can be conveyed properly, because with good student responses, the learning process will be easier and more enjoyable.

#### 4.2.4 For Further Research

For further research, it is expected to be able to follow up research by conducting research on prospective English teachers with different frameworks and designs. Thus, more comprehensive data can enrich knowledge in teaching writing. Then this research is still far from perfect, so it is hoped that further research can present the data as well as possible so that there are no errors in writing the thesis.

