CHAPTER IV

CONCLUSION

4.1. 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. Based on the results of research on teachers' competencies of English teachers in the 21st century at Senior High School obtained the following data:

The pedagogical competence of teachers in understanding the world of Education, designing syllabuses and understanding curricular, conducting evaluations, designing methods falls into the category of good. Seen from the answers and activities owned by the teacher. In terms of averages have been owned by teachers with excellent categories are on the management and standards of competence made in the medium of learning and teachers determine the type of media by referring to the results of needs analysis. Then, the competence of teachers in utilizing learning media falls into the category of good. In terms of designing learning media, the average competence that has been owned by teachers with less good categories is in the teacher analyzes the standard of competence of the material to be made in the learning media and the teacher determines the type of media by referring to the results of the needs analysis.

The personality competence of teachers in having good traits and behavior such as honesty, wisdom, politeness, and patience falls into the category of excellent. Seen from the ability of teachers who are able to role models for their learners. Teachers must cultivate tolerance and a tolerance attitude when interacting with students and the others. Teachers can be expected to be facilitators in the development of a critical thinking culture to the student. Teachers must be patient in the process of becoming the best teachers.

The social competence of teachers in having social behaviors such as having good communication skills to the environment, learners, parents of learners, and fellow educators fall into the category of very good. Seen from the ability of teachers who are able to socialize with the community and use the principles of true brotherhood and the spirit of community. Teachers' social competence is defined as their ability to understand themselves as integral members of society and to develop tasks as members of society and citizens.

The professional competence of teachers in Subject matter broadly and in-depth in accordance with the standards of the content of the program of educational units, subjects, and groups of subjects to be mastered. It falls into the good category. Seen from some teachers in the school and the classification they specify. However, the competence of teachers in operating learning media falls into the category of good. In terms of operating learning media, the competence that has been owned by teachers is that teachers make or operate learning media not yet in accordance with their abilities and the Teacher makes media with reference to existing principles.

Additionally, educators must be prepared in their education to add ICT-based also have personality competence. ICT-based education to realize educators who have competence in components such as policy, curriculum and assessment, pedagogy, ICT, organization and administration, and the development of the teacher profession. Then, based on information technology on three aspects such as technology literacy, knowledge deepening, and knowledge creation. Education based on personality competence or soft skills to make educators become more civilized so that they are dignified. Personality competence allows the development of civilized skills or soft skills. Assessment of ICT-based education and soft skills must be done in a comprehensive proportionate manner. Education assessments proportionally show the portions assessed according to the specified standards. Comprehensive assessment of education, which is an assessment not only in the cognitive realm but also assesses in other areas, affective and psychomotor.

The discussion in chapter II, title "a need analysis of teachers' competencies of English teachers in the 21st century at senior high school" will be described based on data that has been taken from several literatures. This data will be analyzed and criticized based on relevant previous research. There are 5 standards, competencies, characteristics' teachers in the 21st Century. Namely, Pedagogical Competence, Personality Competence, Social Competence, And Professional Competence and Technology Literacy.

From all the data generated in chapter III regarding "a need analysis of teachers' competencies of English teachers in the 21st century at senior high school" it can be concluded that there are 5 standards, competencies, characteristics of teachers in the 21st Century. In fact, other experts said different terms but then at the same point. such as Technology Literacy, Knowledge Creation, Knowledge Deepening, Personal Capability, Soft Skills and Skills. Then researcher concluded simply and put it together namely; Pedagogical Competence, Personality Competence, Social Competence, And Professional Competence, Technology Literacy.

4.2. Suggestion

Based on experience during research on teachers' competencies of English teachers in the 21st century at Senior High School, the researcher can provide the following advice:

4.2.1. For English Teachers

Teachers should further improve their competence in utilizing learning media by increasing knowledge about the creation of learning media so that the learning media designed can be in accordance with teaching materials, student needs, environmental conditions and in accordance with the goals to be achieved. Teachers should further improve their competence in producing learning media that will be used as supporting media in the learning process by increasing knowledge about the creation of learning media, steps in creating

media, taking computer courses, so that the learning media produced can be used according to needs. Teachers should further improve their competence in the use of learning media used as supporting media in the learning process by taking computer courses or training held by related parties, so that the learning media used can be utilized in accordance with teaching materials, needs to be used. Teachers should be able to maximize the facilities in school to support the learning process so that learning goals can be achieved.

4.2.2. For further Research

This research is expected can be reference for further research. This research is about teachers' competencies of English teachers in the 21st century. The researcher expects that the further research gather data from some literatures, book, international journals to enrich the findings. thus, the findings will be balanced because the next researcher will see the opinions of teachers and literature.

4.2.3. Recommendation

This research is recommended for English Language Teacher Education (ELTE) to improve their competences, standards in teaching. This thesis may be used as a learning and insight for teachers, as well as for researchers who want to research deeper into the educational process as a result of technological advancements.