

CHAPTER IV

CONCLUSION, SUGGESTIONS, AND RECOMMENDATION

This chapter explain the interpretation in the form of conclusion and suggestion with the critical literature review as the method to fullfill the result of this research. This section will explaining the conclusion and involve the finding of this research based on critical literature review that researcher conduct and explain the benefical of this research for educational purpose in the teachers field.

4.1 Conclusion

The teachers need in teaching listening in 21st century at senior high school is carried out through two steps to achieve the appropriate requirements. The first step is to know first what the learning of listening effectiveness is in the 21st century, then the second step is to identify the needs of teachers in teaching listening in the 21st century.

. This research begins by identifying several references to find out the teaching of efl listening in the 21st century. The results show that the teaching of listening in the 21st century contains several important things, the first is the Concept of Teaching listening in the 21st century perspectives which contains several steps for the concept of teaching listening skills such as the pre-teaching stages which explain aims to prepare students with material to be heard. This stage also functions to seek as much student knowledge or experience related to the material to be studied (exploration stage). Then, there is Whilst-teaching which contains stage aims to help students understand the text they hear. And Post Listening which discusses how aims to help students connect between what they hear their own ideas or experiences. At this stage the teacher can carry out several activities such as asking students to retell the information they have heard, providing comments or opinions, role playing, writing simple reports and discussing. After that, the second is Listening Teaching Model Applied in Schools which describes the reality that occurs in the field and teachers tend to focus their teaching. Then the third is to explain how the problems in the difficulties in learning listening skills are. Then the fourth teacher Difficulties in Teaching

Listening Skills and Their Solutions which explains the obstacles faced by teachers in teaching this listening and how to overcome them. The fifth mentions listening and technology which describes the type of technology that provides opportunities for students to explore the range of their listening skills strategies, especially in EFL as a tool to improve their listening skills into a practical choice. Then the sixth, namely Listening and 4C's, here discusses the 4C which consists of communication, collaboration, critical thinking, and creativity. Then the seventh is Critics Toward Learning Listening Skills which contains criticism of listening is a skill that has hitherto been somewhat neglected and has not yet taken its proper place in language teaching. And the eighth is EFL Listening Skill in 21st Century which explains the meaning of EFL listening skills.

In addition in the next stage the research will move to the next step related to the teachers need in efl teaching listening in the 21st century. The first is teacher problems in teaching listening, in this case the researcher takes a sample of conclusions made by other researchers which contain the problems experienced by English teachers in teaching listening in their schools such as the teacher faced difficulties in preparing material. He felt difficulty in choosing method, technique, and strategies, then he felt difficulty to concentrate even teaching listening process took a place there is sound from woodcutter machine outside and the last one teacher faced difficulty with cable injector to speaker, which it is suddenly did not connected.

The second is teachers need in 21st century which explains about how students learn 21st century skills and how teaching can meet their needs such as how the characters and skills needed by English teachers, especially listening teaching in the 21st century. Then in the third discussion the The researcher discusses how to teach listening skills such as how to prepare teachers in teaching listening, listening material, Communicative language teaching, Co-operative Learning in Listening, and Assesing English Listening Skills. Then the fourth, the researcher describes how listening teaching strategies are like how the techniques and strategies used what teachers do in teaching listening such as Top-down Processing and Advantage and Disadvantage the Implementation of Bottom-up

and Top-down Strategy in Listening. After that, the fifth is the need for teachers in teaching listening in the 21st century. What is needed and what must be done by English teachers in teaching listening such as Teachers need Being reflective as English Teacher, Need developing Teacher's Competences, need being literate in ICT, need promoting Alternative Assessment Rather than Traditional Assessment and teachers need attending some Educational Trainings and Workshops.

The two stages of the critical literature review above describe analyzing teachers' needs in teaching listening skills in 21st century at senior high school which are important for the educational process, especially in the field of academic listening which needs development for teachers based on 21st century technological developments.

4.2. Suggestion

The researcher suggests that English teachers in high school, especially in teaching listening, can use this research as the basis they need. Then the teachers must also be able to adapt in their teaching abilities so that they are always connected to 21st century teaching or for novice English teachers, they can start the teaching process using this research as a guide to find out their needs, especially in teaching listening. Besides that, in my research, of course there are still many shortcomings such as lack of references, examples, lack of vocabulary and other things that have not been touched in this research

4.3. Recommendation

This research suggests is recommended for English Language Teacher Education (ELTE) for developing the education program. Teacher can use this research as guideline to teaching, and for the other researcher who need to explore more deeply in order to make educational process more developed behind the development technology itself.