

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter elaborates on the entire research by describing the research's conclusion and answering research questions posed at the start of the research (Chapter I). The conclusion also includes suggestions and recommendations for related topics.

4.1. Conclusion

There were two questions raised in this study. The first is inquiring about the characteristics of a lesson plan for the twenty-first century. The second question is about the process of developing a 21st century lesson plan.

In response to the first research question, it was discovered that the characteristics of a twenty-first-century lesson plan include nine major components. The first is about the 21st century. Characteristics of the twenty-first century are (1) the 21st century is the digital age, (2) the 21st century is the era of knowledge and information, (3) the 21st century places demands not only on the ability to work with information but also on being able to understand them as well as evaluate its relevance, (4) the 21st century is characterized by many modern and sophisticated technologies different fields offer us to make the best use of these technologies, (5) the 21st century characterized by the adoption of social media as major components of commercial, entertainment, and educational activities, new technological developments and a rapid pace of change (6) the 21st century is challenging the academy to educate students for a future employment market characterized by change and uncertainty. The second is about teaching. The characteristics are as follows (1) Lesson is something learned by study, from life, an event, or an experience, (2) lesson in formal events, is formed with a hierarchical time-space structure, (3) lesson is usually based on goals and planned content which is generally organized according to factors bound by the school policies, (4) lesson in life (informal events), acts as an example from which you should learn or a warning to you so that it does not happen again in the future. The third is about the plan. The characteristics of the plan are (1) a plan is a decision

of a series of methods or actions that are needed to do (2) a plan has been considered in detail and thought about carefully in advance to help you to achieve something in the future. The fourth topic is lesson planning. The characteristics of the lesson plan are (1) the lesson plan is an essential part of teaching and a mandatory tool if one wants to trek the path of teaching and learning (2) the lesson plan is in the form of a document describes in detail of learning process (3) lesson plan consists several aspects such as material to be taught, method, time, place, students evaluation, goals, objectives, activities, media, and assessment, (4) lesson plan should be well prepared to guide lecturers and students in the course of one stage of learning, one meeting or more, and as a director to achieve an expected final ability, (5) the lesson plan reflects what will happen in a particular timeframe and what will be done in a real classroom.

The fifth relates to the English, and their characteristics are (1) English is the world's popular medium for international communication from different native language backgrounds, (2) English is an access to a global society one of the International language used for communication and learning worldwide (3) English is used in multi-aspects including medicine, economics, media, science, and higher education. The sixth relates to the extension program. The characteristics are as follows (1) extracurricular (extra" means "outside" and "curricular" refers to all of the work you do in the classroom) Program is in form of informal learning opportunities provided by schools, a model of learning in cultivating student's creativity and additional activities outside the program structure carried out outside the class, outside the regular school hours, (2) the extracurricular program do not fall into the realm of the normal curriculum of schools, is no part of the course that a student doing at school, (3) the goal of extracurricular program are to accommodate or give spaces for students in developing their talent and interest, enrich and broaden students' knowledge and abilities. The seventh relates to an English extension program. The characteristics of the English extension program are (1) the English Extension Program (a.k.a English Club) is a place, a situation where language learners have to learn English in a casual setting, (2) English Club is in form of an extracurricular program held

by the school for giving students a chance to improve their English and have more exposure and time in learning English because they do not get extra time in a regular class, (3) English club is considered as an example of community-based learning, includes informal gatherings of individuals or a group of people who meet regularly, semi-informally and voluntarily, join, or act together to participate in an activity for a common purpose that has been prime and structural, especially to learn and practice the English language. the eighth is about speaking skill. the speaking skill characteristics are (1) speaking skill is a productive skill, an oral process, and the product of creative construction that is part of our daily life, involving the selection of lexicon, structures, and discourses, (2) speaking skill is very important to be improved to communicate effectively, by expressing thoughts and emotions, to pondering on experiences, and sharing facts, (3) Speaking skill is depend not only on the proficiency of the learners of the structures and language versions but also requires their understanding of other things related to how to use those structures in the appropriate situation, (4) speaking skill is difficult to assess reliably. The ninth is about asking and giving direction, their characteristics are (1) it is about asking someone for routes or directions (2) it can be accompanied by using politeness expressions which are done when you are in a new place, (3) it asks how to get to a place you are going to (4) it is about giving someone direction of a certain place that he or she wants to reach (4) it uses the appropriate expressions of giving direction.

The 21st-century lesson plan for the English extension program at Junior high school is created by adapting the regular lesson plan to the needs of the twenty-first century and the characteristics of the English extension program. The developed lessso plan for an English extension program includes the following elements: a) school identity, mentions the school name, b) study identity, includes the subject being discussed, c) subject matter, includes the material discussed, d) time allocation, includes the length of time and meetings to discuss one material, e) learning objectives, include the main objectives and indicators of the objectives, f) learning materials, include an explanation of the material to be discussed, g) learning methods, h) learning activities, include details of learning

activities to be carried out, is divided into preliminary, core activities, and closing, i) learning media, includes media used during the learning process, j) evaluation includes an assessment rubric, and k) learning sources, includes learning resources, which are used

To summarize, research question one serves as the foundation for product development. Then, in chapter 2, a literature review (analysis) was used to develop research question number two based on the data frame.

4.2. Suggestions and Recommendation

Based on the study's conclusion, there are some recommendations addressed to the stakeholders listed below.

4.2.1. Suggestions

The study was carried out in a very short period of time. The stages of a product's series research and development are not fully completed. Experiments or product trials are required for further research. As a result, there is no feedback on the product's use.

Furthermore, the development of the 21st century lesson plan for the English extension program is only emphasize on the 4C skills (communication, collaboration, critical thinking, and creativity). For further study, it is necessary to concentrate on all the 21st century skills, including those that are not included in 4C skills.

4.2.2. Recommendations

Based on the the result of the research, the are some recommendations that were given to the following stakeholder:

4.2.2.1. The Teacher

The lesson plan is an important tool in every teaching process, including the teaching in English extension program. Moreover, the developed lesson plan in this research is considering the needs of 21st century, characteristics of English extension program and the needs of students. Therefore, this lesson plan is

expected to be useful and more suitable to be implemented in English extension program in junior high school focussing on the speaking skill.

4.2.2.2. The University Student

This research may provide detailed information on developing a lesson plan, particularly one for an English extension program focusing on speaking skills. Those details, as well as the example of the developed lesson plan, are expected to aid students in understanding the lesson plan for the twenty-first century for the English extension program.

4.2.2.3. Researcher

The findings of this study may be useful to other researchers who are interested in the development of lesson plans, specifically the 21st century lesson plan and the lesson plan for English Extension. This study has several flaws, including a lack of activity to support the improvement of 21st century skills outside of 4C. (communication, collaboration, critical thinking, and creativity).

The developed lesson plan in this study only focuses on the development of the students' 4C skills (communication, collaboration, critical thinking, and creativity); the teacher should pay more consideration and attention to the other 21st century skills that students should improve during the teaching process.