CHAPTER IV
CONCLUSION AND SUGGESTIONS

In this chapter, the researcher presents the conclusions and suggestions from the research. Research conclusions are presented by chapter. The conclusion explains the needs of students in learning English in the 21st century using ICT at MAN 4 Cirebon. And Suggestions explain things that are suggested to students, teachers, schools, and further researcher.

4.1. Conclusion

After analyzing and discussing the findings and research discussions in chapters II and III, conclusions can then be drawn regarding the research entitled "Analyzing 21st Century Students' Needs in Learning English by Using ICT at MAN 4 Cirebon" as follows:

4.1.1. The students' obstacles in using ICT in English learning

There are several obstacles that faced the students when learning English, such as: Lack of the motivation to learn English. Because learning some materials, such as grammar and how to construct sentences, is quite difficult. Furthermore, several of the materials provided by the teacher are misunderstood by the students. As a result, students are reluctant to learn and become lazy in their study, particularly in English lessons. Moreover, students' lack of experience in using technology and their lack of ICT understanding. Likewise, the school's ICT facilities are not being used. The use of ICT (E-Learning Madrasah), which has been provided by schools as a distance learning medium such as English lessons, has weaknesses and various difficulties, such as students finding E-Learning Madrasah difficult to access and error. Moreover, internet connection stability and quotas are obstacles that students face when using online media.

4.1.2. The students' needs in using ICT to learn English in 21st Century

   The phenomenon of obstacles faced by MAN 4 Cirebon students in using ICT in the English learning process resulted in various student needs for using ICT to learn English in the 21st century, including: Student needs learning interactions, either through direct explanation or by virtual interaction. Additionally, students need English practice and attention from the teacher in order for the teacher to evaluate the progress of the students' understanding. Furthermore, students' lack of comprehension of ICT needs ICT training or explanations. Students also require a stable internet connection and enough quotas to access Madrasah E-Learning. Furthermore, student needs stability and flexibility in their use of E-Learning, which must be available at all times. Depends on the utilization of interesting features facilitated by E-Learning in order for students to become enthusiastic English learning process.
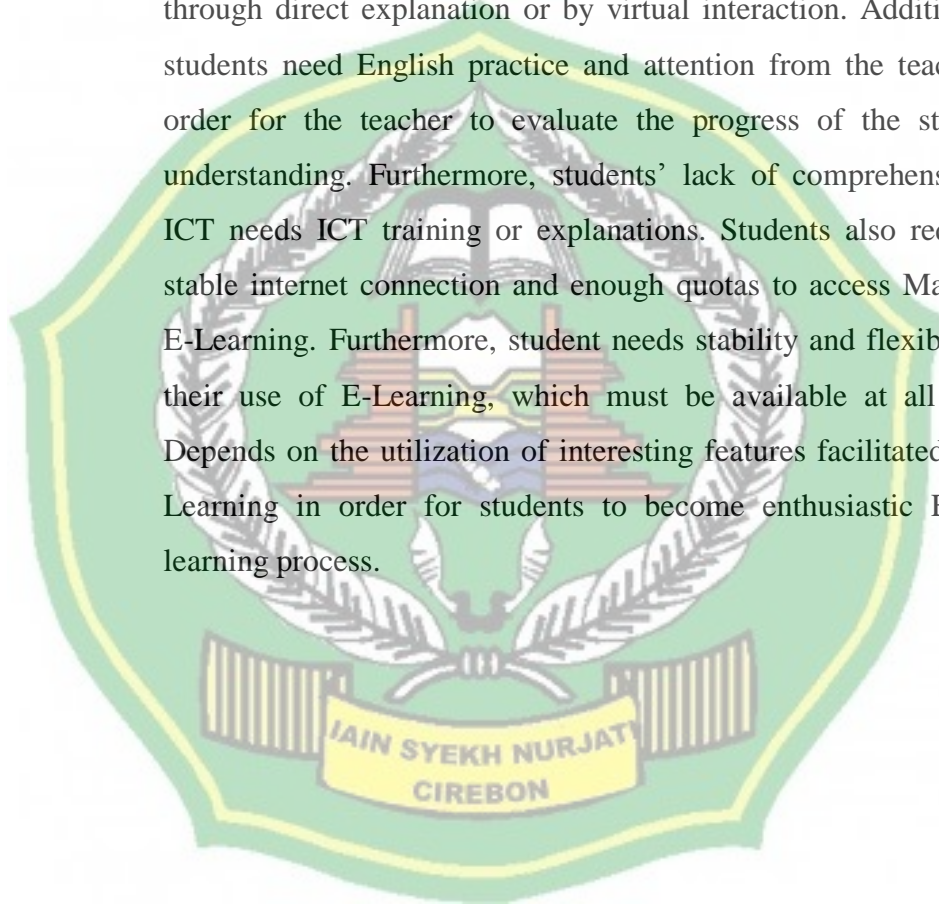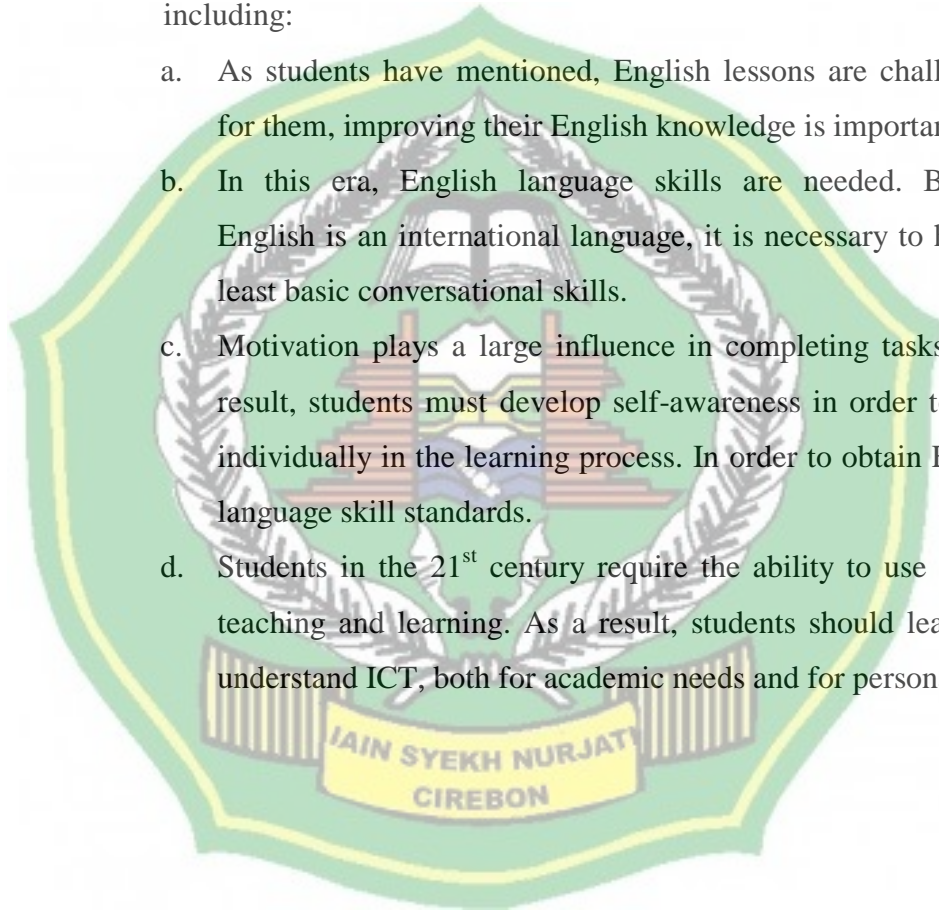
4.2. Suggestion

According to the findings of research at MAN 4 Cirebon on students' needs for the use of ICT in English language learning in the 21st century, researchers have made recommendations for students, teachers, school, and future researchers:

4.2.1. For the students

There are several suggestions given by researchers to students, including:

a. As students have mentioned, English lessons are challenging for them, improving their English knowledge is important.

b. In this era, English language skills are needed. Because English is an international language, it is necessary to have at least basic conversational skills.

c. Motivation plays a large influence in completing tasks. As a result, students must develop self-awareness in order to learn individually in the learning process. In order to obtain English language skill standards.

d. Students in the 21st century require the ability to use ICT in teaching and learning. As a result, students should learn and understand ICT, both for academic needs and for personal use.

4.2.2. For the teachers

The goal of the teacher, as is generally known, is to transfer knowledge to the students. Moreover, there are several suggestions such as:

a. In order to be successful in imparting material to students, the ability and motivation of students must be considered.

b. The importance of recognizing the teacher when using the school's facilities. Students will be more enthusiastic about learning if they are exposed to new technologies.

c. Teachers must improve ICT facilities that have been provided in order for students to be excited about learning. As a result, in order to design methods and media that are easily understood by students, the teacher's ability to operate ICT must be considered.

4.2.3. For the school

The related suggestions were offered to the school:

a. The school should always try to monitor the teaching and learning activities conducted by teachers and students. As a result, schools can identify any problems or weaknesses in the learning process.

b. Observing the student learning environment in order to identify which students should be monitored for their progress and success.

c. Provide the basic resources for learning. In order to have a significant impact on student learning goals or scores.

d. Teaching students about technology that they need to know, as well as providing training before to using application or technologies that will be used in the classroom.

e. Before starting to use technology in the learning process, it is important to consider the quality and understanding of teachers while using ICT.

f. Assess the potential impact of ICT on the learning process. Pay attention to the usage and function of each ICT feature.

4.2.4. For the future researcher

In this research, the researcher recognizes that future researchers will want to raise the same topic, especially, ICT or technology, because technology is entrenched in our daily lives. Researchers generally look at the problems that arise in the process of learning English using ICT in studying students' needs for using ICT in English learning in the 21st century (E-Learning Madrasah). As a result, the researcher will make recommendations for future researchers, including:

a. For the future researchers will be able to develop more specific findings from this research and use ICT other than Madrasah E-Learning.

b. Research limitations can be modified, such as focusing on the needs of teachers. Extensively develop literature in order to explain the reader's understanding.

c. The use of the same theme with different data retrieval places. To find out the obstacles or other needs that students face when using ICT in the learning process.

d. The use of different data collection techniques such as questionnaires will gain experience and may lead to more satisfactory results.

e. Increase previous research and references based on research that has been done by experts in the form of journals, books, articles in order to clarify and convince readers with the results that have been obtained.

f. Focus on other internal and external factors.

g. Multiplying the sources will get various opinions and points of view. Whether it's the point of view of teachers, students and schools.