

## CHAPTER IV

### CONCLUSION & SUGGESTION

This chapter elaborates the conclusion, suggestion, and recommendation of this research. The researcher takes the result based on the research findings in the previous chapters in relation to the proposed research questions

#### 4.1 Conclusion

Questions raised in this research were two questions. The first question is asking about the characteristics of 21st century lesson plan, and the second question is asking about how is the lesson plan for teaching procedure text developed based on 21st-century skills.

Regarding the first research question, it was found that characteristics of 21st century lesson plan includes five main components. The first about lesson plan itself, the characteristics are learning process, effective teaching-learning, activities, learning objectives, approach in arrange a lesson plan, instructional materials, media, strategies, evaluation, and assessment. The second about 21st century skills, the characteristics are 4C (critical thinking, creativity, collaboration, and communication) and digital literacy. The third about teaching, the characteristics are process performing the materials, build interaction with students, teachers manage facilities and the resource of learning, and methods in teaching. The fourth about procedure text material, which consist the characteristics such as concept of procedure text and developing of procedure text material in the class. The last indicator, about speaking skills, the characteristics are ability to speak verbally for communicate easily and deliver an information/massage for expressing idea/opinion.

About the second research question, the process of developing 21st century lesson plan as the product of this study comprises some elements. The elements are school identity, subject material identity, class/semester, subject material, time allocation, learning objectives, learning materials, basic

competencies and indicators of competency achievement, learning methods, learning media, learning resources, learning steps, and assessment. The data shows that the first component is a school identity that must be filled in for junior high school (SMP). The second component is subject material identity which in this component must be filled with the subject being taught, namely English. The third class/semester component that must be adjusted to the class being taught is filled with class IX. The fifth component is subject material where in this component is filled with material that will be presented by the teacher, namely procedure text material. The sixth component is time allocation, which is the time allotted for teaching a material in this component according to the applicable regulations, namely 2x40 minutes, totalling three meetings. The seventh component is learning objectives that must be prepared for each meeting, so there must be three different learning objectives. The eighth component is learning materials which contains an explanation of the material to be delivered to students, which includes the definition of procedure text, generic structure, and language features. The ninth component is basic competencies and indicators of competency achievement, which are filled in according to the provisions in the syllabus. The tenth component, namely learning methods, is filled with using project-based learning methods, and group discussions. The eleventh component is the use of media in learning which is filled with using power point slides, videos from YouTube, laptops, LCD projectors, and others. The twelfth component is learning resources filled with the use of English textbooks for class IX entitled "Think Globally Act Locally", then there are student worksheets, and the internet. And the last component is an assessment of student learning achievement, focusing on the assessment of attitudes, knowledge, and skills.

## 4.2 Suggestion & Recommendation

Based on the conclusion that has been explained in the previous point of the study, there are some suggestions addressed to the following stakeholders.

### 1.2.1 Teachers

Hopefully the teachers will pay more attention to the lesson plans they use now whether they have fulfilled the 21st century lesson plans or not, then hopefully the teachers will realize that students' speaking skills in learning in the classroom need to be honed from an early age. And although in general the procedure text material focuses more on writing, speaking skills also need to be developed by the students.

#### 1.2.2 Researchers

The findings of this study might contribute to other researchers that are interested in the study about 21st century lesson plan development, precisely the procedure text materials for IX grades. This study has several weaknesses such as lack of task examples, the application, the method, and etc, thus further research is challenged when other researchers investigate those lacks that are included in the 21st century lesson plan to establish extensive research.

