

CHAPTER IV

CONCLUSION AND SUGGESTION

The study's suggestions and conclusion are presented in this chapter. In this section, the data analysis and outcomes discussion will be repeated and condensed. Future research on the topic that could be carried out by other researchers is also suggested, along with some recommendations for the proposed study.

4.1 CONCLUSION

The research's conclusion is derived from the findings discussed in chapters 2 and 3. The lesson plan for EFL Learning at 21st Century based on Speaking Learning for 7th grade Junior High School is divided into three main sections.

The success of the teaching process in the classroom is defined by a good lesson plan that follows the syllabus and meets the standard of teaching and learning activities. According to Brewster, the teacher must structure the lesson plan in order to generate an attractive and enjoyable learning experience (2013) A lesson plan has a defined goal and a variety of activities that make learning enjoyable. It is not a simple assignment for the instructor to develop lessons; it is a lengthy process. The lesson plan should include a lot of steps. Curriculum 2013 places the student at the center of all teaching and learning activities. The material should encourage pupils to participate more actively in class, with the teacher acting as a facilitator. Generally, the English lesson plans entirely consisting of nine pieces. Developed by the teacher of English at the first semester of MTs Madinatunnajah Cirebon, were appropriate with the curriculum 2013. In other words, they met the standard of component of a lesson plan determined by permendikbud no 22, 2016.

Lesson plans created by English teachers included 21st-century abilities. Students' ability to communicate, collaborate, be creative, and think critically was promoted through well-designed learning activities. In the meantime, 21st century

skills were applied in the classroom; but, due to many constraints experienced by the instructor, particularly in terms of teaching duration, the application of collaboration skills had not been approved. School facilities, lesson density, and students' unfamiliarity with the English topic, particularly among pupils in class VII, were all hurdles.

EFL is the study of English by persons who live in regions where English is not spoken as a first language. He goes on to say that in such an environment, pupils have little opportunities to use English for communication outside of the classroom. English as a second language (EFL) is the study of English by people who live in areas where English is not spoken as a first language. He goes on to argue that in such a setting, students have few opportunity to communicate in English outside of the classroom.

4.2 SUGESSTION

The researcher would like to offer the following suggestions for teachers, students, and future researchers in the context of the above conclusion:

4.2.1 Teacher

The Ministry of Education and Culture of the Republic of Indonesia's website and the internet are both excellent resources for teachers to learn more about lesson plans and hone their abilities in creating effective lesson plans. Then kids can employ educational material like books, newspapers, and magazines as well as their environment to aid in their learning. Finally, teachers should motivate students to look for educational resources on their own rather than relying only on them.

4.2.2 Students

Students should be more motivated in class. For English language classes, bring a dictionary. Students can find things on their own via the internet or other forms of media.

4.2.3 Other Researcher

Future researchers can use different techniques to gather data, such as asking students about the teaching-learning process and asking teachers if they develop their own lesson plans and other research-related materials in an interview.

