

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

The chapter provides the conclusion and makes some suggestions that are hoped to be helpful to both the reader and others on the basis of findings, those in chapter II, III and IV the researcher came to this conclusion

#### **5.1 Conclusion**

According to this research that the preparation of lesson plans is very important and has an effect on students because teachers play an essential role in the successful implementation of classroom activity and can improve students' learning talents and enthusiasm. Students must think critically and creatively in the twenty-first century, so teachers must facilitate learning that is relevant to the needs of students and interesting while still achieving learning goals as written in the Education minister and Culture Regulation 2013 curriculum. Derived from data to answer the first research question, which is on the characteristics of lesson plans as in 2013 curriculum, using the literature review method, the researchers concluded that there were 13 components with explanations of characteristics from various sources.

Chapter II concludes that there are characteristics of the 13 components of lesson plan as said by Ministry of Education and Culture and Culture Regulation Number 22 of 2016, such as: 1) School Identity: the names of the school or educational unit preceded by "school name"; 2) Subject/sub-theme identity: notably, the subject's name that can be written on behalf of the subject being taught; 3) Class/Semester: which explains the class and semester of each student in the school; 4) Subject Matter: namely the name of the topic to be studied in each subject; 5) Time Allocation: namely the time or hours of lessons needed in the learning process; 6) Learning Goal: namely learning aims that must be achieved by students based on basic competencies and indicators; 7) Core competencies: namely abilities that should be mastered by students, covering four competency, namely spiritual, social, knowledge and skills 8) Basic competence and

indicators are abilities that should be fulfilled by students in studying each subject that is adjusted according to compare with basic competencies; 9) Learning materials: namely learning material that'll be provided by teachers to students or that students will learn, including: facts, concepts, principles, and procedures to support student knowledge; 10) Methods: namely methods or approaches or models which is used by the teacher to teach certain materials according to the character of the students to form a pleasant learning atmosphere and be able to achieve learning objectives, media/tools are something used for educators to complete the learning process in order to attract students' interest; 11) Learning resources: forms of media and other tools needed for teachers in teaching in the form of books, videos, audio, websites as needed; 12) Learning steps: in the process learning such as the preliminary phases, main phases and closing phases, in the learning stage also methods/models/approaches and media/tools used to complete the learning process; last 13) Learning assessment: a teacher guide in assessing student learning outcomes during the learning process, it comprises attitude evaluation by observation, knowledge assessment through written tests/assignments, and skills assessment through student practice.

Then in chapter III according to the data collected through interviews and psychotests conducted by the researchers, the researchers determined that the 13 components of a lesson plan as per Education minister and Culture Regulation Number 22 of 2016, it is very significant to include it in lesson plan. And it takes a teacher to develop lesson plans, supported by the explanations of the sources. From the questions carried out through the distribution of psychological tests to students, the researchers also found the learning styles of students at the school, the researchers knew the tendencies of students' learning styles so that in compiling the lesson plans the researchers were not confused in determining everything.

Because this research will produce a product, the conclusion in chapter IV the researcher has compiled a lesson plan with 13 components as stated Decree No. 22 of the Ministry of Education of 2016 which describes

the format of the lesson plan using capture, which is explained by each component. Even though as human beings, researchers cannot be separated from imperfections, in this case the researchers prepare lesson plans based on the characteristics and needs of teachers as written in II and III. Researchers also developed lesson plans adapted to the learning styles of students' interests and characteristics at the school by using a psycho-test which was distributed to students in the study. So it can be concluded that suited to the title of this research, namely "Developing of 21<sup>st</sup> Century lesson plan for teaching recount texts at junior high school". Researchers succeeded in developing lesson plans with 13 components.

## **5. 2 Suggestion**

The researcher recognizes that this study is far from optimal. The researcher, on the other hand, provides suggestions and hopes that this research might be used as a reference or guide for educators, lesson plans developers, and further research interested in the realm of this discussion. Suggestions for this research are submitted for teachers, lesson plans development, further research and students' English as follows:

### **5.2.1 For a Teacher**

For teachers in the 21<sup>st</sup> century, especially in the 2013 curriculum, researchers hope that they'll be able to encourage and motivate students to achieve their education well. Moreover, the 2013 curriculum requires learners to be able to communicate and justification critically. Thus, it would be better if the teacher was able to prepare an interesting learning process by carrying out appropriate and fun learning strategies. every component that has been found in this study is needed by the teacher which can be developed by the teacher when preparing lesson plans following on questionnaires distributed to students, it can make it easier for teachers to determine lesson plan components such as: media, methods, media and so on, because each student is different in the way they learn. From that problem, the researchers hope that teachers ought to focus on individuals as well,

particularly their needs and personalities. From all the suggestions, it is hoped that this research will provide benefits for teachers, especially in Indonesia.

#### 5.2.2 Lesson Plan Developer

For developers of lesson plans, researchers hope this research can help them in developing teaching lesson plans that are suitable and fit students' standards required because each student has a unique character, the components of it must also take into account the wants and needs of the students in addition to the curriculum for learning and teaching English. In this situation, the teacher is required to cover a number of lesson plan components. In educational activities, the researchers did not add C6 (creating) skills to the material for reading recount text. Researchers hope to develop a lesson plan can add C6. Researchers hope that this research can provide benefits and provide an overview of the development of lesson plans.

#### 5.2.3 Further Research

Because this research may be related to learning activities, approaches, and strategies in teaching English in the twenty-first century, it is likely to be a reference for future research, providing an overview of what students and teachers need in the 21<sup>st</sup> century and 2013 curriculum learning through the teacher develop lesson plan. In the learning activities, the researcher did not add C6 (creating) skills to recounts text in reading skill. The researcher hopes that the further research can add C6 in his lesson plan. Researchers hope that this research can be an adequate forum for further research, so that further research may perform out learning process that are appropriate for the students' personalities in the 21<sup>st</sup> century so that they can be continued because they can then start practicing lesson plans in the learning process.

#### 5.2.4 English Learners

This research includes various instances of 21<sup>st</sup> century

abilities in the 2013 curriculum and what students should achieve through lesson plans prepared by teachers as then students may prepare themselves to join in the learning process in the classroom for English language learners. As a result of this research, the researcher thinks that students will always be enthusiastic about learning English in the future, due to technological advances and other learning materials.

