

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the conclusion of the research regarding with the implementation of 4C skills in English teaching learning process and the researcher' suggestion is presented as follows:

#### A. Conclusion

Based on the research findings data that have been described in the previous chapter, there are several things that can be concluded in the following description:

1. The teachers implementation of 4C skills in the teaching and learning process, it can be concluded that the teachers have implemented most aspects of 4C skills. In critical thinking skills, there were four aspects, reasoning, problem sloving, evaluating and reflection. In the evaluation, there was one aspect that has not been implemented by the teacher, namely compared and differentiate between the ideas submitted by students. In collaboration, there was one aspect, team performance. In collaboration, there are still aspects that have not been implemented by teachers, teacher did not use creative methods in forming groups. In creativity skills, there were two aspects, questionning and media. In creativity skills, there are still aspects that have not been implemented, using digital media when learning. And in communication skills, there were three aspects, namely oral, written and interpersonal. However, there was one aspect that has not been implemented by teachers, namely written communication.
2. The challenges faced by teachers are the implementation of 4C skills in teaching and learning process, in critical thinking skills, the challenge is

that students find it difficult to be asked to express their opinion. In collaboration skills, the challenge is not to use creative methods for group division. In creativity skills, the challenge is that students are embarrassed to ask questions. And in communication skills, teachers have challenges because not all students are confident to communicate in English, due to the lack of vocabulary that students have.

## **B. Suggestion**

Based on the research conclusions, several suggestions were given to English Teacher of SMA Negeri 1 Kurau and prospective researcher who wished to carry out the same field research.

### a. English Teacher of SMA Negeri 1 Kurau

To develop 21st century learning, the teachers must initiate one step change, namely changing traditional teacher-centered learning patterns into student-centered learning patterns. Researcher hopes that on the implementation of 4C skills teachers will further improve the implementation of 4C skills in the teaching and learning process, so that all 4C skills can be implemented and the government's goals in meeting 21st century skills can be realized. So that students can apply the 4C skills learning process including communication, collaboration, creativity, and critical thinking.

### b. Future researchers

Finally, this research has limitations, it would be nice if future researchers would do better than what researcher did. Specifically, this research is only to find out how the implementation of 4C skills in English teaching learning process and and the challenges faced by the teachers on the implementation of 4C skills in English teaching learning

process. In addition, finding the best way to improve teachers in combining communication, collaboration, creativity, and critical thinking skills is an interesting thing to look at in this regard. Future researchers can investigate 4C skills, investigations from other sources or from different aspects.