

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusion

Based on the research findings on the roles of English teachers in strengthening students' critical thinking and communication competencies in the 21st century era at MTs NU Hasyim Asy'ari 2 Gebog Kudus, the researcher concluded that:

1. The common role of teachers at MTs NU Hasyim Asy'ari 2 Gebog Kudus in learning are as follow; teacher as a learner, teacher as an instructor, teacher as an educator, teacher as a guide, teacher as a manager, teacher as a facilitator, teacher as a motivator, teacher as an assessor, and teacher as an evaluator. All of those roles have been carried out by teachers, the teacher's role as an instructor is the dominant role and only two roles namely teacher as a learner and teacher as a facilitator are still not optimal and need to be improved. Then, the role of the English teacher at MTs NU Hasyim Asy'ari Kudus in strengthening students' critical thinking competence is to use a very simple and easy method so that students are able to understand what is conveyed by the teacher. Although the method used is very simple, namely the lecture method and giving questions to students, the materials and questions used can teach critical thinking. Furthermore, the teacher's role in strengthening communication competence uses methods such as role-play, where students are asked to come forward to practice conversation, and students are also asked to memorize as much vocabulary as possible. The method used by the English teacher at MTs NU Hasyim Asy'ari 2 Gebog Kudus is very simple and ordinary. However, this is done because the teacher understands and adapts to the conditions and situations of students. Therefore, students are quite able to understand and have mastered several indicators of critical thinking and communication competence even though they have not been able to master all the indicators that the researcher wants. This is good enough to be a provision in the future for students to be able to fully master those competencies.
2. In strengthening students' critical thinking and communication competencies in the 21st century era, the English teachers in MTs NU Hasyim Asy'ari 2 Gebog Kudus faced some challenges and obstacles. The challenges are as follows: teachers have not been able to present creative and innovative learning and teachers have

not been able to use technology optimally. Then, the obstacles are as follows: sometimes the lack of students' desire to think and learn English, students being less active in learning, students' habits are still low in using English, and students are still lazy when asked by the teacher to practice communicating. Furthermore, the solutions are as follows: *first*, teachers should broaden their insight, collect creative ideas, train their own creativity, and try to master technology. *Second*, the teachers must always provide motivation and maximize learning media so that students are interested in learning. *Third*, the parents should always monitor and encourage students so that students feel cared for. *Last*, the teachers should make rules regarding the habituation of students' use of English in the classroom.

B. Implication

Based on the research conducted, here are some of the implications of the research findings:

1. The role played by English teachers in strengthening critical thinking competence in the 21st century era at MTs NU Hasyim Asy'ari 2 Gebog Kudus, which has an impact on students where students are moved to think critically about English material or questions and information spread on social media. While, the teacher's role in communication competence makes students more aware of the importance of communication and vocabulary mastery in learning English.
2. The challenges and obstacles faced by English teachers in strengthening students' critical thinking and communication competencies at MTs NU Hasyim Asy'ari 2 Gebog Kudus have an impact where teachers must be able to face, overcome, and improve teaching skills in this 21st century learning era and in the future era.

C. Suggestion

Based on the research that has been done, the researcher suggests to several parties, namely:

1. For English Teacher

The researcher suggests to English teachers at MTs NU Hasyim Asy'ari 2 Gebog Kudus to use creative and simple methods so that students do not feel bored with the lessons that the teacher conveys. In addition, teachers must be able to master technology and always update on learning methods that can

strengthen critical thinking and communication competencies and even other competencies.

2. For Students

Students must be more aware of the importance of competencies in the 21st century because these competencies will be very useful for the future so students must study harder, be more enthusiastic, try to increase their desire to learn English because English is very important and is used in various fields, always respect teachers and always try to strengthen the competencies that exist at this time and in the future.

3. For Future Researchers

Finally, this research has limitations, gladly if future researchers will do better than researchers did. In particular, this research only focuses on knowing and describing the teacher's role and challenges in strengthening critical thinking and communication competencies. Thus, the researcher hopes that future researchers can investigate this theme in more detail, completeness, and depth.

