

## **CHAPTER V**

### **CLOSURE**

#### **A. Conclusion**

This research aims to collect descriptive information the level of Technological Pedagogical and Content Knowledge (TPACK) readiness of pre-service English teachers of Antasari State Islamic University Banjarmasin. Based on the result, statistical analysis of the answers given to the item in the questionnaire indicates that the level of Technological Pedagogical and Content Knowledge (TPACK) readiness of pre-service English teachers of UIN Antasari Banjarmasin year 2016 is at medium level ( $M=3,64$ ), it is indicated that the Pre-service English Teachers have the ability to integrate technology into learning. However, the Technological Pedagogical and Content Knowledge (TPACK) ability of pre-service English teachers must be improved and developed. Especially, the statement which got a lower average score than the average total for each knowledge domain.

#### **B. Suggestions**

Based on the result, the researcher may give some suggestions for the pre-service English teachers and English Education Department. In this 21st century era, Indonesian teachers should be able to make a positive

contribution in terms of Indonesian development. This contribution can be in the form of efforts to improve the learning process in the classroom. The use of Information and Communication Technology in learning can be an alternative for these improvements. To be able to integrate Information and Communication Technology in teaching, TPACK framework is needed. Therefore, pre-service English teachers' Technological Pedagogical and Content Knowledge must be improved and developed, especially on the various abilities within the domain of certain knowledge that still need to be developed. Domains that have been mastered well need to be maintained and continuously improve.

In the end, the result of this study reflect the TPACK quality of pre-service English teachers of Antasari State Islamic University Banjarmasin, it may be used as a consideration for the department to be more concerned in improving pre-service English teachers' awareness of possible and effective uses digital technologies in the classroom for educational purposes.