

CHAPTER V

CLOSURE

A. Conclusion

Based on the findings that have been presented in the previous chapter, there are several points which can be concluded as follows:

1. For the first research question, it was discussed about teachers understanding of the Technological Pedagogical Content Knowledge (TPACK) concept at MTsN 3 Banjarmasin. Based on the results of questionnaires that have been distributed to 5 English teachers with 20 statements shows positive result with percentage 79.8% (80%). It means teachers understanding of the (TPACK) concept at MTsN 3 Banjarmasin get “Good” grades.
2. For the second research question, it was discussed about the implementation of the TPACK concept on English teacher competence in English teaching at Junior High School. It showed that, English teacher’s competence are good at applying the TPACK concept, especially in the aspects of Technological Knowledge (TK), Content Knowledge (CK), Pedagogical Knowledge (PK) and Pedagogical Content Knowledge (PCK) in the classroom. Teachers can teach using appropriate technology based on the material being taught and apply learning strategies and use different technologies in learning practices. When teachers use technology in learning, students respond very happy, they are enthusiastic and more active

in learning. and this, it is very important to apply the TPACK concept in learning, because it can be a student more active in learning. It's just that the facilities available in schools are limited so they cannot use technology in learning to the fullest.

B. Suggestion

Based on the data presented in the previous chapter, in which the data was obtained through observation, interview and questionnaire, the researchers want to give suggestions as follow:

1. For teachers, the researcher hopes that teachers can follow the latest technological developments along with the times so that students are more motivated to learn English, especially in English competencies such as: reading, writing, listening, and speaking. So, the teacher can help students to develop their English skills through technology.
2. For schools, the researcher hope that the school can support infrastructure facilities in schools such as the procurement of LCD projectors, speakers, adequate laboratory languages. Almost all English teachers stated that they needed a laboratory language that could support the learning process in English teaching. In their experience, teachers cannot use the Language Lab facilities properly because the headset to be used is damaged. Therefore, they cannot use these facilities to the fullest.
3. For further researchers, the researcher hopes that research on the TPACK concept can continue to be developed, whether it is in senior high school or higher education.