

CHAPTER V

CLOSURE

A. Conclusion

This research aims to find out how teachers experience using the TPACK framework and the problems and challenges in using it. Here this research uses a narrative inquiry design which is intended to collect qualitative findings using observations and after that to complete them in depth with interviews. This description provides a brief overview of the findings and discussion of each research question in this study.

1. Teacher experience in using the TPACK framework in classroom learning

The teacher's experience in using technology, the teacher here uses technology to support the delivery of material which must be done using technology so that the teacher makes it easier to deliver the material and also makes it easier for students to understand the material being presented. Here the teacher uses several frameworks that support learning such as Pedagogic Knowledge (PK), Content Knowledge (CK), Technological Pedagogical Knowledge (TPK) and Pedagogical Content Knowledge.

Each framework has uses in classroom learning where it can connect the technology used by the teacher in providing the material, here also the teacher always chooses by looking at the situation in the classroom and also the possibility of the technology used to make it easier for them to understand the material and can ensure that students understand the technology the teacher is using.

2. Problems and challenges for teachers in using the TPACK framework in the classroom

There are many problems and challenges for teachers in using the TPACK framework, how teachers can adjust classroom conditions so that the technology used can work properly, teachers must be alert in dealing with problems when teaching when the material that has been prepared must be in accordance with learning objectives, challenges for teachers in delivering using technology when delivering material but technical problems occur such as power outages so the teacher has to take solutions so that learning in class can still be carried out even without using technology that has been prepared from the start, and there are limitations to the technology provided by the school because they have to take turns with other teachers.

In this research, technology does not stand alone but is integrated with other aspects and this combination is called the TPACK framework which consists of three main elements and four meeting points between them. This framework provides English teachers with a new perspective in teaching English. However,

teachers should consider it during Implementation, no method or framework will be perfect. There are always weaknesses and strengths to every method and framework. Teachers should be creative and take good opportunities to combine any method or framework to get better results.

B. Suggestion

Based on the discussion and conclusions, the researcher provides the following suggestions:

1. Teachers

It is hoped that teachers will apply the TPACK framework by looking at the condition of the students and also the condition of the school so that everything planned runs well. Teachers are also expected to make more use of technology to make learning English easier.

2. School

It is hoped that schools can provide sufficient technology, so that later it can be used by all existing teachers to make learning easier in class. Schools are also expected to replace technology that is no longer suitable for use with new ones.

3. Other researchers

For other researchers, it is recommended to research the same topic but in a different place. The next suggestion is to continue research with a focus on

listening skills in teachers' experiences using the TPACK framework in English learning.