

## **CHAPTER V**

### **CLOSURE**

#### **A. Conclusion**

This study discusses and investigates the application of TPACK by pre-service English teachers during teaching practice, as well as the challenges and strategies they reflected on during the integration process. The results of this study are based on two research questions:

1. This study explored the role of TPACK in supporting the professional development of pre-service teachers during their teaching practicum. The findings revealed that pre-service teachers actively integrated technological, pedagogical, and content knowledge (TPACK) to design and deliver effective learning experiences. Through the combination of these components, they demonstrated creativity, adaptability, and pedagogical understanding, which reflect the early stages of professional competence.
2. Furthermore, the challenges and strategies reflected by the participants showed that the process of applying TPACK is not without difficulties. However, their ability to face such challenges by developing adaptive strategies, collaborating with peers, and engaging in reflective practices contributed significantly to their professional growth. These findings suggest that the implementation of TPACK not only enhances teaching quality but also fosters self-reflection and continuous learning, which are essential aspects of teacher professional development.

## **B. Suggestions**

Based on the results of research on the application of TPACK and the challenges and strategies faced by pre-service English teachers during teaching practice, there are several suggestions that can be given to various parties involved in the education of prospective English teachers.

### **1. For Pre-service English Teachers**

It is recommended that prospective teachers continue to develop their ability to integrate technology, pedagogy, and content in a balanced manner. Self-reflection through journals or discussions with mentor teachers needs to be done continuously to increase professional awareness and readiness to face classroom dynamics. In addition, pre-service teachers are expected to actively explore various digital education platforms and hone their technology-based classroom management skills in order to create interactive and effective learning.

### **2. For Educational Institutions or Teacher Education Programs**

Educational institutions are expected to provide more practical training related to TPACK implementation, including workshops on the use of digital media and reflective strategies in teaching practice. The curriculum can also be strengthened with courses or activities based on educational technology that are relevant to field needs. Intensive mentoring by supervisors and mentor teachers is also important to help prospective teachers navigate the challenges of contextual technology integration.

### 3. For Future Researchers

This study is still limited to individual reflections through journals and interviews, so it is recommended that future researchers expand the approach, for example through direct observation in the classroom, longitudinal studies, or mixed-method research to obtain a more comprehensive picture of the application of TPACK. In addition, further research could also focus on the relationship between the level of TPACK mastery and student learning outcomes to assess the real impact of technology integration in English language learning.