

## **CHAPTER V**

### **CLOSURE**

The research findings covered in chapter IV are summarized in this chapter along with some recommendations.

#### **A. Conclusion**

There are two conclusion according to findings :

##### **1. TPACK Knowledge levels**

According to the findings, the statistical analysis of responses to the questionnaire item reveals the TPACK of pre-service EFL teachers of UIN Antasari Banjarmasin 2020 is at medium level. The pre-service teachers strengths in internet usage and Microsoft Office skills, have good knowledge in showcasing competence in assessing student activities and adapting teaching styles, with proficiency in English skills. The pre-service EFL teachers have good knowledge about integrate technology into their teaching.

##### **2. Implementation of TPACK Knowledge**

The implementation of seven aspect knowledge TPACK of pre-service EFL teachers UIN Anatasari Banjramasin 2020 who teaching practice in

MA SMIP 1946 at class 10<sup>th</sup> is in good level. The pre-service teachers proficient use of technological tools, such as laptops and projectors, in enhancing instructional strategies. The pre-service teachers exhibited excellent mastery in delivering content, using assignments to reinforce topics. Classroom observations revealed good level of pedagogical knowledge, including effective questioning and students engagement strategies. While the use of technology to illustrate concepts was noted, there is room for improvement in incorporating diverse teaching aids. Challenges were identified in integrating technological pedagogical knowledge during assessments, suggesting the need for more technology-based assessment methods. The pre-service teachers demonstrated a very good level of pedagogical content knowledge, they creating effective lesson plans and employing innovative teaching methods. While there was a good level of implementation, continuous practice is recommended to enhance the seamless integration of technology, pedagogy, and content knowledge.

## **B. Suggestions**

Based on the findings, the researcher may give some suggestion for:

1. For Pre-service Teacher, focus on the Technological Pedagogical and Content Knowledge (TPACK) framework is crucial, necessitating the

enhancement of pre-service EFL teachers skills, particularly in areas that require development. Proficiency in mastered domains should be maintained and continually advanced. So the pre-service teacher should be extend their knowledge, deepen and practice the TPACK framework in teaching and learning process.

2. English Education Department, In the current era, Indonesian teachers are urged to positively contribute to national development by enhancing the classroom learning experience. Incorporating information and Communication Technology into teaching serves as a viable option for improvement. To achieve this, the study's outcomes provide insights into the TPACK proficiency of pre-service EFL teachers of UIN Antasari Banjarmasin, serving as a basis for the department to prioritize the enhancement of awareness regarding the effective utilization of digital technologies in educational settings.
3. For the future researchers who interest in conducting the research about TPACK, here the researcher have some recommendation. There are; a) Continued professional development in TPACK for pre-service EFL teachers; b) Encouragement of diverse and innovative technology use in the classroom; c) Ongoing observation and feedback to refine teaching practice and enhance TPACK implementation.