

## CHAPTER V

### CLOSURE

In this section, the researcher laid out the findings that address the two research questions posed by the study. Also provided are some suggestion that are linked to the topic.

#### A. Conclusion

This research uses phenomenological research design to collect qualitative findings through interview and classroom observations. In summary, this research generally aims to find out how the pre-service English teachers implemented the TPACK framework on their classroom during Teaching Practice Course II program as well as the challenges they faced during the implementation. The following description provides a brief overview of the findings and discussion of each research question in this research.

1. The first research question: the implementation of TPACK by pre-service English teachers during Teaching Practice Course II question is:

The statement of this research

*How is the implementation of TPACK by pre-service teachers in the English Language Education Department during teaching practice course II?*

The implementation of the Technological Pedagogical Content Knowledge (TPACK) framework by pre-service English teachers during Teaching Practice Course II involved integrating Technological Knowledge

(TK), Pedagogical Knowledge (PK), and Content Knowledge (CK) successfully. In addition, there are several data emerged due to the combination of the three primary Knowledge within the TPACK framework, namely Technological Pedagogical Knowledge (TPK), Technological Content Knowledge (TCK), and Pedagogical Content Knowledge (PCK). Pre-service teachers demonstrated the ability to use technology tools such as PowerPoint, LCDs, and videos effectively to enhance teaching and learning. They employed various strategies to engage students, such as interactive slideshows, group activities, and multimedia presentations. Despite facing challenges like technical issues and limited resources, most pre-service teachers managed to align their teaching with the TPACK framework.

2. The second research question: the challenges faced by pre-service English teachers in implementing TPACK during teaching practice course II question is:

The statement of this research

*What are the challenges faced by pre-service teachers in the Education Department in implementing TPACK during teaching practice course II?*

Pre-service teachers faced two main types of challenges in implementing the TPACK framework during Teaching Practice Course II: Technological and Contextual. Technological challenges included limited access to resources, technical issues such as connectivity and outdated software, and unfamiliarity with technology tools. Contextual challenges

involved difficulties in mastering learning material while integrating technology, allocating sufficient time for technology-enhanced activities, and managing classroom control and student engagement when using technology. These challenges underscore the need for better training and support for pre-service teachers in effectively incorporating technology into their teaching practices.

## **B. Suggestion**

### **1. Educational Field**

Based on the information gathered, the researcher strongly suggests the importance of enhancing teachers' skills in utilizing technology for learning, given the rapid advancements in technology worldwide, particularly in the education sector. It is imperative for teacher education faculties, especially those in English language education departments, to provide substantial training to improve teachers' abilities in using various technological media. This training will not only enhance the quality of learning but also positively impact teachers' professional development. Moreover, institutions such as schools are advised to actively support the application of technology in students' learning by ensuring the availability of adequate technological resources.

## **2. Other Researcher**

Furthermore, the researcher recommends that future research endeavors focus on investigating the application of TPACK on a larger scale to gain deeper insights into its effectiveness. Additionally, it is suggested that future researchers explore the correlation between the outcomes of the first teaching practice course program (PPL I) and the proficiency of preservice teachers in implementing TPACK during the second teaching practice course program (PPL II). This comparative analysis could provide valuable insights into the factors influencing the successful integration of technology in teaching practices.