BAB V

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions from the research conducted by a researcher investigating pre-service English teachers' experience in implementing TPACK during teaching practice on an independent curriculum.

5.1 Conclusion

After researching pre-service English teachers, the researcher found the results described in chapter four. Based on the research results and discussion, the researcher draws several conclusions regarding pre-service English teachers' experience in implementing TPACK during teaching practice on independent curriculum. In the following, the researcher elaborates on the conclusion which will be divided into three parts, namely the experience of pre-service English teachers in implementing TPACK, challenges, and strategies faced in implementing TPACK.

Respondents' experience in integrating TPACK during teaching practice based on research question number one how do pre-service English teachers conceptualize TPACK and its components, participants explained that there are many ways to conceptualize TPACK in learning such as utilizing technology such as PowerPoint, Canva, Google Form, Quizizz, word wall and various supporting learning content such as video and audio that can be accessed from the internet and social media. Participants also conceptualize pedagogy knowledge to approach students such as checking student understanding through questions at the end of learning and providing approaches and motivation to introverted, less responsive, and hyperactive students. Participants also evaluate the concept of learning content based on how well students understand and are interested in the material This is also supported by a high presentation that 67.7% agree that they can teach lessons that combine English materials, technology, and teaching approaches appropriately. In addition, 19.4% of pre-service English teachers strongly agreed that they can choose technology to be used in the classroom that can improve what they teach, how they teach, and what students learn. So it can be concluded that on average, the participant has implemented TPACK in their teaching practice.

And the result of research question number two what challenges do pre-service English teachers encounter in implementing TPACK during teaching practice on independent curriculum there are several challenges and obstacles in its application because the TPACK framework is very complex which is a combination of technology, pedagogy, and content. These challenges include students who are less responsive, and sometimes difficult to conducive. Besides that, the limited school facilities such as projectors and internet networks or WIFI are a significant challenge. Then the challenge of respondents who must always innovate to create interesting learning concepts, this certainly needs a strong process and consistency.

With challenges of course a strategy is needed to solve them. The data shows that respondents have alternatives to face challenges in implementing TPACK, such as making a second plan if there are problems related to technology, for example using videos from the internet which are shared with students via a link if there are problems with the projector. Then to deal with less responsive students, by frequently asking questions and making approaches outside of class hours, using an emotional approach will help openness between the pre-service English teacher and the students. Finally, respondents tried to increase their knowledge about TPACK by frequently viewing and searching for references regularly. This will develop their abilities and knowledge about technology, pedagogy and content to be integrated into learning.

5.2 Suggestion

Based on the findings obtained in this study, the researcher provides the following suggestions:

a. For participants (pre-service English teachers)

Part of the advice for participants (pre-service English teachers) is to continue to hone their skills regarding technology, pedagogy, and content by looking at references and classroom observations to prepare for teaching in the future, not focus too much on providing new methods but rather evaluate them according to students' needs.

b. For Researcher

The results of this study provide advice to researchers to enrich researchers' insights into the TPACK framework. As a researcher's self-evaluation material, a teacher must be mature in various fields and skills such as technology, pedagogy, and content mastery for provision in designing effective learning later.

c. For English Language Education

As for other English Language Education, it is suggested that English education study programs improve the abilities of pre-service English teachers by including the TPACK framework in courses or making special training for the introduction of TPACK.

d. Other Researcher

As for other researchers, it is suggested to conduct and develop this research by expanding the research problem and participants, focusing more on the issues discussed in future research which are still related to pre-service English teachers' experience in implementing TPACK during teaching practice on independent curriculum.