

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents summary of the research based on the findings and discussion in the previous chapter. At the conclusion of this chapter, the researcher made a point of suggestion for additional study on the integration of TPACK in microteaching classes or teaching practice.

3.1 Conclusions

In this study, the researcher analyzes pre-service English teachers' perceptions of TPACK and how they integrate it into their teaching practice in a microteaching class, where the findings of the study are extended in the preceding chapter.

The study's findings revealed that the participants have integrated the TPACK framework into their teaching practices. Different technological types were employed. Different technology types were employed. Participants create teaching materials using commonly used technologies, including PowerPoint to present the material as well as websites like quizizz and YouTube video and Google form to maximize their teaching practice.

Furthermore, the study also revealed that The TPACK framework, which combines technology, pedagogy, and content knowledge, is seen to be important in their teaching practice. With the help of technology, pre-service English teacher can be more creative in creating the material which will increase student eagerness in the classroom.

3.2 Suggestions

This study can provide supporting data for TPACK integration in microteaching course, which will enhance pre-service English teachers' knowledge and awareness so they can conduct lessons with more confidence and grasp as they apply their knowledge. The TPACK competencies of pre-service teachers as future teachers will help the teaching and learning process. To explain how technology is used in a way that is acceptable and consistent with the learning material, pre-service teachers should develop TPACK skills.