

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

This thesis aimed to answer two research questions: (1) To what extent pre-service English teachers understand the integration of Technological, Pedagogical, and Content Knowledge (TPACK) in their speaking class, and (2) What are the challenges that pre-service teachers have to face during the implementation of TPACK in their enrollment in speaking class.

The findings of this study indicate that pre-service English teachers have a limited understanding of the integration of TPACK in their speaking class. Many participants expressed negative views towards the effectiveness and practicality of incorporating TPACK into their instructional practices. This suggests a gap in their knowledge and awareness of the potential benefits and strategies for integrating technology in speaking skills instruction.

The challenges faced by pre-service teachers during the implementation of TPACK in their speaking class were identified as: (1) ineffectiveness and impracticality, where the integration of TPACK did not yield desired learning outcomes and was perceived as difficult to implement in a meaningful way, (2) technical issues including internet problems, platform issues, and inadequate devices that hindered the smooth integration and use of technology, and (3) a lack of support and guidance, particularly the absence

or insufficient mentoring from experienced educators, which impacted their confidence and progress in integrating TPACK effectively.

To address these challenges, it is crucial to provide comprehensive and targeted training programs for pre-service teachers that focus on TPACK integration in speaking skills instruction. These programs should enhance their understanding of TPACK and its potential benefits, equip them with technological skills, and provide guidance on overcoming technical challenges. Additionally, mentorship programs involving experienced educators can provide the necessary support and guidance to pre-service teachers throughout their TPACK integration journey.

In conclusion, this study highlights the need to improve pre-service English teachers' understanding of TPACK integration in speaking class and address the challenges they face. By bridging the knowledge gap, providing technological support, and fostering mentorship, teacher education programs can better prepare pre-service teachers to effectively integrate TPACK into their speaking class, ultimately enhancing the quality of language instruction and student learning experiences.

## **5.2 Suggestion**

### **5.2.1 Teachers**

It is recommended that educators take proactive steps to address the negative perspectives of pre-service English teachers towards the

integration of TPACK in speaking class. First, they should provide comprehensive training and professional development opportunities to enhance pre-service teachers' knowledge and understanding of TPACK integration. By emphasizing the practicality and effectiveness of technology integration in speaking skills instruction, educators can help alleviate skepticism and foster a more positive outlook. Additionally, establishing mentoring programs where experienced educators can provide support, guidance, and constructive feedback to pre-service teachers can greatly assist them in navigating challenges and building confidence in their TPACK integration efforts.

#### 5.2.2 Students

Students should be encouraged to embrace technology as a valuable learning tool for enhancing their speaking skills. Developing digital literacy and proficiency can empower students to actively participate in technology-integrated speaking activities and engage in self-directed learning. It is important for students to provide feedback and suggestions on the integration of TPACK in speaking class, as their insights can shape instructional practices and contribute to continuous improvement.

#### 5.2.3 Future Researchers

Future research endeavors should focus on exploring innovative instructional strategies that effectively integrate TPACK in speaking

skills instruction. This includes investigating emerging technologies, designing interactive digital resources, and evaluating their impact on student learning outcomes. Additionally, it is crucial to investigate contextual factors such as cultural considerations, institutional support, and resource availability to gain a comprehensive understanding of the challenges and opportunities in different educational settings. Conducting longitudinal studies can provide insights into the long-term impact of TPACK integration on both pre-service teachers and students, helping to assess the development of pedagogical practices, technological competencies, and the enhancement of speaking skills over time.

By implementing these suggestions, teachers can create a supportive learning environment, students can benefit from technology-enhanced speaking experiences, and future researchers can contribute to the growing body of knowledge on TPACK integration in speaking skills instruction.