

CHAPTER V

CONCLUSION

As finale, this chapter presented the point of the research. It discussed some items in particular consisting of the conclusion, limitations and pedagogical implications of the study, as well as recommendation for further studies.

5.1 Conclusion

The purpose of this study is to investigate the EFL pre-service teachers' perceptions of technological knowledge development during field teaching practice. This present study showed that all participants tended to have a positive perception regarding their technological knowledge implementation during conducting to the field teaching practice in the classroom. This could be proven through the description of the core theme and sub-themes that emerged in the research findings in interpreting the results of data analysis. This study perceived five main themes.

To begin with, the first theme that emerged from this study was the basic technological knowledge of EFL pre-service teachers'. Based on the research finding, all the participants have a basic technological knowledge while they are engaged in the field teaching practice in school. Furthermore, the second theme that emerged from this study was the easiness of EFL pre-service teachers' in operating technology. In regards to the research finding, all the participants stated that the technology that they used in the classroom was very easy to operate. Moreover, the third theme that emerged from this study was the EFL pre-service

teachers' mastery of technological skills. Based on the research finding, all the participants stated that they were mastered the technology that they used during field teaching practice in the classroom. In addition, the fourth theme that emerged from this study was the importance of using technology in teaching.

According to the research finding, all the participants mentioned that there were some points about the importance of using technology in teaching namely: having an interesting learning media, increasing teachers' value in teaching, and also increasing students' interest in learning. Lastly, the fifth theme that emerged from this study was the importance of having technological skills. Based on the research finding, all the participants mentioned that there were several points related to the importance of having technological skills, namely: supporting professional competence as a teacher, improving teaching quality, supporting career, and developing teaching skills.

5.2 Limitation

This study only focused on the technological knowledge development of EFL pre-service teachers' during field teaching practice. The technological knowledge that arise from participants data also limited even though the answers from all participants was sufficient. The reflections from participants just focus on the participants' perception about their technological knowledge. The reflections from participants just focus on the technological knowledge that was implemented by the participants during conducting the field teaching practice at school. There is no perception about the other framework of TPACK such as pedagogical knowledge, content knowledge, and so on because this study only focused on

technological knowledge. This study also only targets three participant who have implemented the technological knowledge in the school the place where they conduct field teaching practice. Initially, the researcher wanted to increase the number of participants, but several other participants were not implementing the technological knowledge in their teaching practice, and also there is some schools do not provide the technology that accessible to used by the EFL pre-service teachers.

5.3 Pedagogical Implication

Based on this study, some suggestions are presented related to the EFL pre-service teachers' perceptions of technological knowledge development. Some recommendations for this study are as follow: For teacher educators, this study should raise the EFL pre-service teachers' awareness of their technological knowledge development before they enter the real teaching practice as future teachers. For new teachers' and college students/pre-service teachers, this study is expected to raise their awareness of the implementation of technological knowledge also the TPACK framework in their teaching practice. For the university, as the place of EFL pre-service teachers' students being teachers, the university has to prepare the materials, and the teaching process by educators/lecturers should implement the TPACK framework also give an understanding of the importance of the TPACK framework in order to support their teaching in the future.

5.4 Recommendation for Further Studies

This study showed that the EFL pre-service teachers' perceptions of technological knowledge have a positive response to their teaching practice in the classroom. For further researcher, in this digital era that technology continues to develop, as teachers nowadays are expected to have the good technological knowledge to use the technology well in teaching. Since, this study only investigates the perceptions of EFL pre-service teachers' regarding their technological knowledge during field teaching practice in the classroom and there are still some problems that are faced. Hence, future research can more explore in-depth about the implementation of TPACK in teaching, such as pedagogical knowledge, content knowledge, etc and also the difficulties or challenges in implementing TPACK in teaching.

This research can be an inspiration and reference for other researchers to prove whether the implementation technological knowledge can have a good impact on EFL pre-service teachers' on their teaching practice. This research is capable use as a reference to support some of the necessary sources for them. In addition, the researcher suggests to further researchers to conduct research with a different focus or research approach, such as how EFL pre-service teachers' implement pedagogical knowledge or content knowledge, but not only limited to those focuses. Further research possibly will look at perceptions from the side of teacher educators', because this study only focuses on EFL pre-service teachers', how the perceptions of EFL pre-service teachers' regarding technological knowledge development during field teaching practice. Further research can use

other instruments to get more data, because this research is limited to reflection only.

