

CHAPTER IV

CONCLUSION AND SUGGESTIONS

Based on the finding and discussion, this research will present a conclusion and suggestions for its completion.

4.1 Conclusion

This study has two main problems, including how TPACK elements are implemented and what are the challenges and opportunities in implementing TPACK in English classroom. This study aimed to investigate how teachers implemented TPACK framework in the Emancipated Curriculum and also investigate the challenges and opportunities when teachers implemented the framework in English classroom. After conducting and analyzing the findings, the research revealed that teachers are implemented TPACK framework in English classroom. The research also found several challenges and opportunity in implementing TPACK framework in English classroom in the Emancipated Curriculum.

In implementing the TPACK framework, teachers incorporated all three core components Technological Knowledge (TK), Pedagogical Knowledge (PK), and Content Knowledge (CK) though there are still areas that require further development for optimal integration. In terms of Technological Knowledge, teachers utilized various digital tools and platforms to support the learning process, including multimedia presentations, online assessments, and learning management systems. Regarding Pedagogical Knowledge, teachers applied a range of strategies such as project-based learning, group discussions, and differentiated instruction to cater to students' needs. For Content Knowledge, teachers demonstrated strong mastery of subject matter and designed lessons aligned with curriculum objectives.

In addition to the implementation of TPACK, this framework has several challenges and opportunities in its implementation. The challenges in implementing the TPACK framework, based on the findings, include difficulties in selecting appropriate digital tools, limited technological facilities at schools, and teachers' limited skills in effectively integrating

technology with pedagogical approaches and content knowledge. These obstacles can hinder the optimal application of TPACK in the teaching and learning process. On the other hand, this framework also presents various opportunities, such as creating more interactive learning, aligning material delivery with students' learning needs, utilizing technology for more accurate assessment, and helping students understand complex concepts through digital media. Some of these opportunities have already been utilized by teachers, such as using digital learning applications, online assessment platforms, and technology-based collaborative learning strategies. Thus, these challenges and opportunities can serve as valuable reflections for developing more effective TPACK practices in the future.

4.2 Suggestions

Based on the conclusion of the research, the researcher would like to provide the following suggestions; For teachers, the TPACK framework can serve as a comprehensive approach in teaching English, as it integrates technological knowledge, pedagogical knowledge, and content knowledge in a way that aligns with the principles of the Emancipated Curriculum. By applying TPACK, teachers can design more interactive and meaningful lessons, utilize various digital tools to enhance content delivery, and adopt appropriate pedagogical strategies to meet students' needs. For students, their active participation is crucial in supporting the successful integration of TPACK. Students are encouraged to engage in learning activities that involve technology, explore content critically, and collaborate with peers in order to achieve deeper understanding and develop essential 21st-century skills. For future researchers, this study can serve as a reference for further exploration of TPACK in different educational contexts. Future studies are expected to delve into how the TPACK framework can be optimized in face-to-face classroom settings, identify more specific challenges or advantages, and provide innovative insights to improve its implementation in English language teaching.