

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and recommendations based on the results of the analysis in the previous chapter regarding the level of readiness of prospective English teachers in integrating technology into teaching practices in *Pengenalan Lapangan Persekolahan (PLP)* activities, which were analysed using the Technological Pedagogical Content Knowledge (TPACK) framework. The conclusions are based on descriptive data findings and a comprehensive discussion of the TPACK components, while the recommendations are provided as a contribution to further research on the same topic.

5.1 Conclusions

Based on the results of the study, it can be concluded that the readiness of prospective English teachers in integrating technology in PLP teaching practices based on the TPACK framework is generally in the “Ready” category, with an overall average score of 3.14. The Technological Knowledge (TK) component showed the highest readiness (Very Ready), while the TPACK component, as a form of comprehensive integration, received the lowest score, although it was still in the “Ready” category. This indicates that prospective teachers have sufficient mastery of technology, pedagogy, and content separately, but still need improvement in terms of integrating the three in learning practices. These findings indicate that the research objective of measuring the readiness of prospective teachers based on the TPACK framework has been achieved, and the results provide a strong basis for the development of more integrated training programs. Although prospective teachers were generally deemed ready, there was still variation in readiness among individuals. Therefore, additional training focused on the comprehensive application of TPACK is essential to ensure that prospective teachers are better prepared to teach and address the challenges of 21st-century learning.

5.2 Suggestions

After conducting this study, the researcher hopes that the results of this study can contribute to other researchers who are interested in further examining the readiness of prospective English teachers in integrating technology into the learning process based on the TPACK framework. This study still has room for development, both in terms of instruments, approach, and scope of analysis. Therefore, future researchers are advised to use more diverse instruments, such as observation, interviews, or case studies, to obtain more in-depth and comprehensive data related to the implementation of TPACK in teaching practice. In addition, further research may also consider other factors such as digital literacy, field experience, or the availability of technological infrastructure, which may influence the level of readiness of prospective teachers more broadly. Comparative research between study programs, institutions, or regions can also be conducted to identify differences in readiness within different contexts. Thus, further research is expected to provide new and more applicable insights to improve the quality of education, particularly in preparing prospective teachers to face the challenges of technology-based learning in the digital era.