CHAPTER V

CONCLUSION

This chapter mainly discusses the conclusion which is divided into several sections namely conclusions, implications of the study, limitations of the study, and suggestions. Firstly, the summary of the findings as discussed in the previous chapter is covered in the conclusions. Secondly, the potential benefit from the findings of the current study is discussed in the implications of the study. Thirdly, several aspects that may limit the study are covered in the limitations of the study. Lastly, suggestions for related parties and future researchers are discussed in the last section.

5.1. Conclusions

Based on what has been presented on the first chapter, this study is aimed at exploring how EFL teachers apply reflective practice and how EFL teachers' experiences in COVID-19 ERT help them develop TPACK for the improvement in the post-earthquake period. In this study, two EFL vocational high schools in Cianjur took part. The first participant is Ani (a pseudonym), an English teacher in the district of Cilaku. The second participant is Eka (a pseudonym), an English teacher in the district of Pacet. Both participants were confirmed to fit all the above-mentioned criteria. Ani has been teaching for about 19 years and was involved in post-earthquake ERT in Cianjur. In addition to that, she has also attended trainings and workshop in using technology for learning before and during the implementation of COVID-19 ERT. As for Eka, he has been teaching for about 15 years and was also involved in post-earthquake ERT in Cianjur. Moreover, he has also attended trainings and workshops in the use of technology for learning before and during COVID-19 ERT. Above all, both Ani and Eka are active users of educational technology even before the implementation of COVID-19 ERT.

The current study attempted to provide the answers to two research questions. The first research question is related to the exploration of the teachers' reflective practice during the implementation of ERT. Meanwhile, the second research question deals with the development of the teachers' TPACK throughout ERT. Designed in qualitative research, this narrative inquiry research was conducted by collecting qualitative data using narrative frames and semi-structured interviews. The qualitative data is then analysed by using deductive thematic analysis to analyse the data based on several predetermined topics obtained from the literature review.

Based on the literature review, the focus of this research lies in exploring teachers' reflective practice encompassing several subthemes, namely, reflection-in-action, reflection-on-action, and reflection-for-action. In addition to that, this research also lies in exploring teachers' development of TPACK competencies throughout the implementation of ERT which only focuses on three elements of TPACK, namely technological knowledge (TK), technological pedagogical knowledge (TPK), and technological content knowledge (TCK).

The first topic of the discussion is that of the teachers' reflective practice on ERT. From the findings, it was revealed that teachers apply reflective practice in three types of reflection, namely reflection-on-action, reflection-in-action, and reflection-for-action. During their reflection-in-action, the teachers identified challenges in implementing ERT. Although ERT during COVID-19 was very sudden and teachers were confused in the first place, things were quickly under control after some period of time. This is mostly due to the teachers' prior knowledge in educational technology and their high adaptability to the new technologies. However, technical problems related to device ownership, lack of internet data, and poor internet connection were still the main problems in maintaining education during ERT. In addition to that, during the post-earthquake period, maintaining education is not a priority since some teachers and student were highly impacted by the earthquake. According to the instruction by the principal and based on the instruction by the local educational authorities, students and teachers were not obliged to attend classes since the priority was recovery. Therefore, ERT could not run effectively.

Furthermore, teachers applied three different types of reflective practice during ERT. teachers' reflection-in-action was revealed in the findings that teachers evaluated their use of certain technology and be benefited from the evaluation to finally make decisions on using the most appropriate and applicable technology according to their need and the availability to the students. Reflection-on-action, on the other hand, was reflected based on the teachers' past experiences. The findings revealed that teachers took the lessons from their experiences in using technology prior to the implementation of COVID-19 ERT. Additionally, it was also revealed that the teachers looked back at what worked well during the COVID-19 ERT and applied what was successful in the learning in the post-earthquake ERT. Meanwhile, one of the teachers planned to apply what has worked well in the previous ERT contexts to face a possible ERT happening in the future. This is considered as the teachers' reflection-for-action. Although the other teacher did not clearly mention his reflection-for-action, his recommendation for teachers to face another possible emergency situation can be assumed as his reflection-for-

action. He recommended that teachers prepare themselves with various types of technologies that are suitable for learning to face future ERT.

The second topic of discussion is that of the teachers' development of TPACK competencies during COVID-19. The findings showed that the teachers developed their technological knowledge in reply to the demand of synchronous online teaching. It was revealed that the teachers learned a lot of new technological tools such as Google Meet, Google Classroom, Google Form, Zoom, Kaizala, Kahoot, Quizizz, Edubox, etc. independently or through trainings. These workshops and trainings as well as the teachers' experiences in using technology during COVID-19 ERT helped teachers better maintain ERT during the post-earthquake period.

As for technological content knowledge, it started to develop as the teachers were challenged to deliver different types of language skills and were forced to be able to assess students' various language skills. Upon identifying the characteristics of each technological tool, the teachers were more confident in using various technological tools for delivering or assessing particular subject matter.

Lastly, the technological pedagogical knowledge was developed upon reflecting on the challenges related to pedagogical issues. In the early period of COVID-19 ERT, Ani complained about the low quality of students' engagement. As she identified the challenges and made several attempts in using various technological tools, she finally decided to focus on using WhatsApp group for its capability of creating engagement among students. On the other hand, Eka was confused about how to do the assessment when he first encountered COVID-19 ERT. After a while, however, he learned a new technological tool called Kaizala which has the ability to compile all assignments in one place. Therefore, he used Kaizala in his teaching and learning activities.

However, during the post-earthquake period, maintaining education is not a priority since people fell victims to the earthquake and the situation was not affordable where many people stayed in refugee tents while worrying about the aftershocks.

Lastly, from the findings of the study, the recommendations addressed to teachers, educational institutions, and the government were revealed. In facing emergency situations, teachers need to be able to analyse what technological tool is the most appropriate and applicable for the students. The teachers should not also be too rigid in choosing one particular technological tool. In addition to that, educational institutions also need to properly facilitate teachers and students with facilities by which students and teachers are able to maintain

teaching and learning activities. Finally, the government is also expected to leave the decision making related to the implementation of ERT to each respective school. This is due to the different characteristics of students that may exist between one school and another. By leaving the decision making to each institution, it is expected that education is well-maintained by doing what fits the best for the students.

5.2. Implications of the study

The results of the study pose several important implications in the field of language teaching during the implementation of ERT. To start with, the results of the study may give insights on how technology use help teachers maintain education during emergency situations and how TPACK is useful in establishing effective instruction delivery. In addition to that, the results of the study may also give valuable information on how teachers reflect on the implementation of ERT. Most importantly, the results of the study could be the basis of reference for educational institutions and the government in terms of policy making for a better implementation of ERT.

5.3. Limitations of the study

Compared to other similar studies, this study is limited in some ways. First, the study is limited in the number of participants. Apart from that, the site of the study is limited to high schools in Cianjur. Additionally, the research instruments utilized in the study are limited to narrative frames and interview scripts which may lack information to some extent. Lastly, this study only focuses on the implementation of ERT in a post-earthquake situation which may be different from other post-natural disasters situation. Therefore, this study cannot be generalized for other post-natural disasters situation and for different levels of education. Above all, the study was conducted long after the implementation of ERT took place. The COVID-19 ERT took place between March 2020 and March 2022, while the post-earthquake ERT in Cianjur took place in November 2022. Therefore, there might be information that could not be recalled by participants during the data collection.

5.4. Suggestions

Based on the results of the study, it is suggested that teachers provide themselves with technological knowledge, technological content knowledge, and technological pedagogical knowledge to support the implementation of ERT. To do so, continuous professional

development programs discussing how to use technology for pedagogical purposes are very much needed for the teachers. They could join workshops and trainings on the use of technology for education and other to maintain education through ERT. Meanwhile, it is also suggested that educational institutions are flexible with the demand of the students' task completion considering the emergency situations impacting them. As for the government, it is suggested that the government give educational institutions the autonomy to decide what fits the best for their respective students without setting the same standard for all educational institutions. Lastly, it is also suggested that the government provide students with equipment and aids to make sure that the implementation of ERT runs smoothly.

To further develop the study, it is suggested that future researchers focus on other aspects of TPACK that are not fully covered in this study. To see the bigger picture, questionnaires could also be employed in the data collection. Most importantly, researchers should try to view the study from different contexts and perspectives by conducting the study in the context of other post-natural disasters situation and involving different parties such as students and policy makers. Last but not least, it is also considered important to further study about the students' emotion and how teachers manage their students' motivation during the post-natural disaster ERT.