

CHAPTER 5

CONCLUSION AND RECOMMENDATION

Various study findings are described in this chapter. The research implication is offered to explain the significance of this research. Recommendations for future research are also briefly provided to teachers, future scholars, and readers. Furthermore, the study's limitations provide further information regarding the research.

5.1. Conclusion

The research was focused on the community of practice. The research was intended to explore how community of practice can help teachers learn and develop their professional skills related to technological-integrated learning media.

During the CoPs program, teachers thorough several activities to learn various technological-integrated learning tools. Since CoP is a collaborative and participatory program, they learn from the interactions among them and the trainer. From nine months of interactions and many ways of providing learning media, teachers learn from several aspects.

Sharing knowledge and experience commonly appears in almost every interaction. They have the same interest. Thus, they share the same information related to their experiences, including their teaching procedures and teaching tools that have been implemented in their classrooms. This interaction could happen because of several factors such as the specific topic, provided examples, and provided feedback from their fellow teachers and also the trainer.

The next way that encourages the teachers to learn is the proposed way of learning from the trainer. The trainer provided guided questions to encourage the teachers to have further discussion related to the topic or to reflect on their teaching experiences.

Responses from both fellow teachers and trainers stimulate their interaction in every activity. They actively engage with the group, state their opinions, and give advice and feedback. Moreover, understanding what people do and what people say also brings interactions to the group. The trainer continuously gives support to the teachers by understanding their state. Thus, it helps the teachers to engage with the program.

Building rapport within a community of practice encourages teachers' participation in the program. It emphasizes the critical role of trainers in establishing interactions among teachers, drawing on the theories of contextual learning and communities of practice. Connections among the teachers are noted as a critical component that contributes to the interchange of information within the community, both among teachers and between teachers and trainers.

The teachers, through the sharing of their knowledge, contribute to a collective understanding of technological knowledge, content knowledge, and pedagogical knowledge. The process of making media and lesson plans during the program demonstrates the teacher technological knowledge, content knowledge, and pedagogical knowledge. It reinforces the idea that sustained collaboration and professional development within a community of practice contribute significantly to the enhancement of teaching practices and the effective incorporation of technology in education.

5.2. Implication of the Research

Research on EFL Teachers' learning through a community of practice can have several implications for both teachers and educational institutions.

Research showing the benefits of CoPs can persuade educational institutions to devote resources and assistance to the establishment and maintenance of CoPs among EFL teachers. Institutions may organize workshops, conferences, or online platforms to encourage the formation of CoPs, allowing teachers to engage in collaborative learning, exchange best practices, and get feedback from peers. This can boost EFL teachers' professional development chances and help them identify effective teaching strategies, innovative approaches, and effective pedagogical

techniques. The research outcomes can be used to inform the design of tailored professional development programs that align with the dynamic needs of language educators in the digital age.

Research proving the positive impact of CoPs on EFL teacher learning can encourage teachers to take charge of their professional development. Teachers may be encouraged to actively seek out chances to participate in CoPs, lead collaborative projects, and engage in reflective practices. The findings of this research also offer practical insights into effective strategies for integrating technology into their pedagogical practices. This empowerment can lead to enhanced teacher autonomy, work satisfaction, and a sense of professional fulfilment.

CoPs can help EFL teachers connect. CoP research can emphasize the value of collaboration and networking for professional development. Institutions might encourage EFL teachers to join online forums, attend conferences, and work on collaborative projects with teachers from other areas. This can diversify teachers' perspectives, expose them to other teaching methods, and foster a worldwide interchange of ideas and expertise.

5.3. Limitation of the Research

Although the research has reached its aims, some things could be improved. One of the limitations of this research is the generalizability of the findings since CoPs are context-dependent, and the effectiveness depends on educational settings, cultural contexts, and teachers' demographics. As a result, the findings of this research may not be relevant or transferrable to other situations or groups.

Another limitation is the possible lack of control since CoPs are emergent communities. Investigating CoPs entails monitoring and analyzing spontaneously and dynamically occurring interactions and learning processes. This lack of control might make establishing obvious cause-and-effect correlations or identifying components that contribute to learning outcomes inside a CoP challenging.

The data collection is also one of the limitations. Class observation was not carried out in the research. Therefore, it cannot generalize the results of the

technological pedagogical content knowledge reflected in their teaching and learning activity in the classroom.

5.4. Recommendation

The recommendations are directed at future researchers. This study is only limited to exploring teachers' learning in a community of practice, specifically related to technology-integrated learning media. Further researchers are required to see its significance on other topics such as teaching four basic skills of language, a specific teaching approach, curriculum, and other related topics. Besides that, future researchers can investigate the way community of practice improves teachers' motivation to improve their professional growth, achievement, and engagement. In addition, the findings of this study are related to teachers' involvement and cooperation processes in the CoP program, thus future research should delve deeper into the integration of reflective practice in the CoP program. Robust research procedures are also suggested for the improvement of this study by including classroom observations as a source of data for research, as this might give insight on the actual implementation of CoP learnings in the classroom context.

5.5. Concluding Remarks

In summary, this research highlights the positive influence of communities of practice on EFL teachers' professional growth, particularly in technology-integrated learning. It suggests that educational institutions should support the creation of CoPs and that teachers should actively engage in them for their development. However, the study has limitations, such as context dependency and the need for classroom observations. Future research should explore CoPs in diverse contexts and consider classroom practices.