CHAPTER I

INTRODUCTION

This chapter contains an overview of the Study, research question, The research objectives, Study significance, systematic discussion, scope, and limitations.

A. An overview of the Study

Teaching practice programs are one way of improving the quality and competence of graduates from undergraduate education programs. The teaching practice program is a curricular activity that serves as a forum for prospective teachers to observe Teaching and Learning Activities and teaching practices at partner schools. It aims to apply and reflect on the pedagogical knowledge and teaching skills acquired in the department. In addition, the target that expects to achieve, through this teaching practice activity is the personal formation of teacher candidates who have the competence of teachers. According to the Minister of National Education concerning primary competencies of teachers include pedagogy, personality, social, and professional competencies. Therefore, this activity aims to provide real experience and broaden Pre-service Teachers' horizons in developing primary competence.

Learning environments of the 21st century integrate various technological devices, facilitating a comprehensive series of interaction processes between students and teachers with learning resources. One of the competencies teachers must have in learning in the 21st century is the learning design ability by applying the principle of combining knowledge of teaching materials, pedagogy, and information and communication technology, known as TPACK. TPACK is also a learning approach that is very relevant during the current covid-19 pandemic, where the learning process transforms from the classroom to online learning. The TPACK approach combines aspects of knowledge (K), learning methods (Pedagogy/P), and mastery of learning materials according to fields (Content/C)

with information and communication technology (T). TPACK approach developed from the Pedagogy Content Knowledge (PCK) perspective was first introduced by Shulman in 1986. However, the PCK approach is not just a slice or a combination of knowledge about pedagogy and mastery of the material but strengthened by the Teachers' experiences. Teachers need to integrate technology into the PCK approach to become TPCK. To make it easier to pronounce, TPCK changed to TPACK. Currently, the development of TPACK has a significant influence on the learning process, so the 21st century encourages all teachers and education practitioners to have extensive knowledge of TPACK. Teachers must have technical knowledge, skills, and competencies to integrate technology into learning effectively and efficiently [1]. TPACK is the knowledge teachers need to utilize technology by integrating it into the learning process. Pre-service EFL Teachers must acquire and develop teaching skills in TPACK as part of their initial teacher education [2]. Content Knowledge (CK), Pedagogical Knowledge (PK), Technological Knowledge (TK), Technological Pedagogical Knowledge (TPK), Technological Content Knowledge (TCK), Technological Pedagogical Content and Knowledge (TPACK), and Pedagogical Content Knowledge (PCK) are the seven components of TPACK. Teachers could utilize for integrating technology into their classes. For example, teachers cannot carry out direct assessments. Using Google Forms would greatly help teachers provide an online evaluation to students.

Lately, technological developments have made great strides in modern times, especially in education. Teaching would be attractive and fun if pedagogy, technology, and content were used together. As the initial learning experience before becoming a teacher at a school, Pre-service Teachers' should introduce to the TPACK framework [1]. In the classroom, TPACK can use by pre-teachers and in-service teachers. This framework is beneficial for EFL teachers to make the student learning activity program a success. As a result, students are more enthusiastic about learning English because they study in a way that is not boring and interactive.

In numerous ways, the open advances presented are unmatched in the conceivable outcomes and affordances. They can propose to educators and

understudies in the homeroom. While formal eye-to-eye associations were confined by accommodation and propinquity, virtual communications can be differed and range across nations and time zones. It implies that understudies can connect with individuals in better places, from various foundations, and, surprisingly, be in touch with specialists on specific subjects or different understudies concentrating on a similar theme. While quick material experience can be restricted, virtual encounters and data innovation can open the potential outcomes up majorly and our creative minds. They utilize such new instruments is limitless.

Be that as it may, with these new and progressing headways in the schooling realm and the world at large. It does not imply that things are consistently (or ever) simple and direct in instructive innovation. The quick pace of progress can be pretty tricky for instructors, who frequently may feel as though they are attempting to hit a moving objective, as innovations fall away from the scene similarly as fast as new ones show up. As the strain elevates for instructors to better see better approaches to coordinate revolution into their current educating rehearses, billions of dollars and numberless assets are, in many cases, placed into equipment, programming, and expert turn of events and frequently preparing without noteworthy results.

Regardless of these speculations, in numerous homerooms and settings across the world. Innovation coordination stays in genuinely essential degrees of purpose. To draw upon the SAMR model that utilizations levels of innovation combined from crucial to cutting edges, such as Replacement, Expansion, Alteration, and Redefinition) numerous educators end up caught in the Replacement or Increase periods of study hall innovation use. In this, they might observe that they are essentially swapping an old innovation for another without fundamentally adding any critical incentive for the educating/growing experience. Alternatively, on the other hand, instructors might observe that they are utilizing basic, highlight improvements instead of finding where the concrete affordances of that innovation are concerning making sense of disciplinary thoughts.

TPACK (Technological Pedagogical And Content Knowledge) a model can become valuable as a framework for effectively integrating technology for teaching and learning. The central focus of the TPACK framework is on a specialized kind of teacher knowledge, involving the interplay of three primary forms of knowledge: Content, Pedagogy, and Technology.

There are several previous studies related to the topic of TPACK. Prospective EFL Thai teachers held TEFL classes using Facebook as an educational tool [3]. Furthermore, the use of the TPACK-21CL model in lesson plans preparing for teaching practice or microteaching. Although, several researchers investigated several previous studies about TPACK in several previous studies. There is no research on Pre-service Teachers' experience incorporating the TPACK framework during teaching practice activities [2]. Considering the above statement, the researcher sees a gap that would become the novelty of the research results to be carried out. A researcher is interested in researching Pre-service EFL Teachers' experiences integrating TPACK in their teaching practice programs.

B. Research question

These research questions would be formulated based on a research background:

a. To what extent does the Pre-service teacher know the TPACK for English Language Teaching?

b. How do Pre-service teachers integrate TPACK into their teaching practice?

c. How does TPACK contribute to Pre-service EFL Teachers' teaching process?

C. Research objectives

a. General objective

To explain how the experience of Pre-service EFL teachers in integrating TPACK during teaching practice programs.

b. Specific objectives

a) To explore to what extent the Pre-service teacher knows TPACK for English Language Teaching.

b) To reveal Pre-service teachers integrate TPACK into their teaching practice.

c) To illuminate how TPACK contributes to Pre-service EFL Teachers' teaching process.

D. Study significances

The Study results are expected to indicate some significance for:

a. Pre-service Teachers

They can understand the priority of applying pedagogy, technology, and content in the teaching process.

b. The researcher

The researcher would gain much interesting knowledge through case studies in this Study.

c. The readers

This Study would be an optional reference to further research that deals with TPACK research, particularly in integrating TPACK obtained from the experience of Pre-service EFL Teachers.

E. Scope and Limitation

This research primarily focuses on the experience of the twelve pre-service EFL Teachers in integrating TPACK during the teaching practice program. The researcher aims to explain how TPACK contributes to Pre-service EFL Teachers, knowledge of the TPACK by Pre-service EFL Teachers know the TPACK and integrate TPACK for English Language Teaching. This research would take place in the English Learning Program in the Faculty of Teacher Training and Education at Majapahit Islamic University.

F. Systematic discussion

This research consists of five chapters, one chapter with another chapter has a systematic relationship and dependence. In other words, the discussion is sequential from chapter one to chapter five. The first chapter explains the hope that the reader can find the theoretical background or reasons from reliable reading sources and the state of reality at the research location. So chapter one is a benchmark for its development. The second chapter contains theories related to TPACK as a reinforcing reason for the importance of integrating TPACK in classroom teaching. The third chapter describes the reasons for using a qualitative approach, the role of researchers in the research location, and a concrete explanation of the circumstances of the research location. The fourth chapter explains the data analysis from the Interview, lesson plan, and teaching videos. The fifth chapter describes all of the research results in the fourth chapter and is specific for the suggestions.