

ABSTRACT

AJENG BERLIAN. 2022. “PRE-SERVICE TEACHERS’ PERCEPTIONS OF TECHNOLOGICAL, PEDAGOGICAL AND CONTENT KNOWLEDGE IN EFL CLASSROOM”. English Education Department, Faculty of Educational Science and Teacher’s Training Siliwangi University, Tasikmalaya.

Penelitian ini bertujuan untuk menyelidiki persepsi calon guru terhadap implementasi TPACK (Technology, Pedagogical and Content Knowledge) di kelas EFL dengan menggunakan desain penelitian kualitatif. Penelitian ini melibatkan 3 calon guru Jurusan Pendidikan Bahasa Inggris dari salah satu universitas di Indonesia yang telah berkesempatan untuk melaksanakan praktik mengajar di Sekolah Menengah Pertama (SMP) di Tasikmalaya, Jawa Barat, Indonesia. Data penelitian berupa transkrip hasil dari wawancara secara daring kemudian data tersebut dianalisis secara tematik. Hasil penelitian menunjukkan bahwa ada 4 kategori utama dari penelitian ini yaitu: 1) implementasi TPACK mempengaruhi kinerja calon guru, 2) tingkat exploring TPACK dan metode pembelajaran berpusat pada siswa cukup efektif dalam implementasi TPACK, 3) Meningkatkan keterampilan membaca, menyimak dan menulis murid, 4) fasilitas teknologi mempengaruhi implementasi TPACK.

Keyword: TPACK Framework, Pre-service Teachers’ Perception, ICT in

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This study aims to investigate pre-service teachers' perception of TPACK (Technology, Pedagogical and Content Knowledge) implementation in EFL classes by using a qualitative research design. This study involved 3 pre-service teachers of the English Education Department from one of the Universities in Indonesia who had an opportunity to practice teaching at a junior high school in Tasikmalaya, West Java, Indonesia. Research data was obtained through online interviews and analyzed thematically. The results showed that there are 4 main categories of this research, namely: 1) the implementation of TPACK affects the performance of pre-service teachers, 2) the level of exploring TPACK and student-centered learning methods are quite effective in implementing TPACK, 3) Improving students' reading, listening and writing skills, 4) technological facilities affect the implementation of TPACK.

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