CHAPTER I

INTRODUCTION

A. Background

Nowadays, the use of technology has become an important part as supporting tool of the learning process in several developing countries (Ahmadi, 2018). Likewise, the rapid development of technology is a new problem for in-service teachers or pre-service teachers, where they must renew themselves by current technological advances. Especially in EFL contexts such as in Indonesia, English pre-service teachers often feel they are not quite ready to integrate effective technology because some of them feel lack of confidence, lack of competence, and have possibilities to apply technology in their classrooms, which may affect teacher performance in the future. Whereas, technology must be applied to facilitate and improve students' language skills, therefore, including technology in EFL learning is necessary (Liu et al., 2014).

Many technological devices used in learning cannot guarantee their effectiveness, the use of technology needs to be balanced with the ability of teachers to integrate technology in learning (Kose, 2016). In addition, the teachers need sufficient knowledge about integrating technology into learning for effective technology learning. One form of adoption of technology into teaching is TPACK which stands for Technological Pedagogical Content Knowledge proposed by Mishra and Koehler in 2006. TPACK framework is defined as one model of a framework that integrates the three components in it including content, pedagogy,

and technology knowledge (Mishra and Koehler, 2006). Thus, these knowledge interconnected with each other to form a more effective and comprehensive concept of technology integration within a classroom.

In terms of context, the use of TPACK also varies. One of them is in the school-based internship program. One form of effort offered for EFL pre-service teachers is training in a school-based internship program. In particular, this program aims to provide initial experience to prospective educators. Through this program, pre-service teachers carry out and experience teaching English directly by integrating technology into the learning process based on the TPACK framework. Furthermore, there are many studies by experts in proving the use of the TPACK framework. According to Aktaş and Özmen (2020), the TPACK framework helps to develop the knowledge required to choose suitable teaching methods using technology to teach the related subject matter, teaching said content correctly, applying skills to promote active participation by students, proper classroom management, and applying appropriate guidance while teaching subjects with ICT tools. However, most studies do not primarily focus on EFL pre-service teachers' perception of TPACK (Yıldırım. et al., 2018). Besides, most studies discuss EFL pre-service teachers' perception of TPACK in the field of science (Sa'adah and Kariadinata, 2018), mathematics (Rafi and Sabrina, 2019), and social (Hayati. et al., 2019).

Similarly, Ekrem and Recep (2014) stated that research on TPACK in the context of language teaching is still rare, mostly in the fields of science and mathematics. Likewise, according to the researcher's review in the Indonesian

context, most studies focused on teachers' perceptions of TPACK using quantitative research design. Considering the previous problem, this study aims to examine the pre-service teachers' perception of TPACK implementation in EFL classrooms by using qualitative research design.

B. Formulation of the Problem

Based on the background above, it can be formulated that the problem is as follows: what are pre-service teachers' perceptions of TPACK implementation in EFL classroom?

C. Operational Definitions

To avoid misunderstanding, the operational definitions explain the terms related to the title of this research, as follow:

1. TPACK Framework : Framework that integrates three important components namely pedagogical knowledge, content knowledge, and technological knowledge that pre-service teachers used to integrate ICT in their teaching.

2. Pre-Service Teachers' Perception : Thoughts or opinions obtained through a process of the teacher selects, organizes, and interprets information inputs and experiences through the five senses.

3. ICT in teaching learning : The use of technology in the form of hardware such as projector, speaker, laptop

and smartphones and software such as Kahoot, WhatsApp and YouTube in language learning in EFL classrooms.

D. Aim of the Research

The aim of the research is to know pre-service teachers' perceptions of TPACK in EFL from pre-service teachers' experience.

E. Use of the Research

1) Theoretical : This research is expected to provide evaluation material for teacher education programs in preparing pre-service teachers who are ready to integrate technology effectively

2) Empirical : This research is expected to provide how the readiness of English pre-service teachers in integrating technology into language learning in EFL classrooms from their perception of TPACK is.

3) Practical : This research is expected to provide language practitioners in the case of pre-service teachers in order to be able to integrate technology in teaching-learning with the TPACK framework.