

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Teachers are required to constantly think of innovative and creative ways in their teaching practice and create a variety of lessons that will inspire students. Technology can be seen as a link between many areas and one of them is education especially in the 21st-century. Technology has great potential for the development of innovative learning (Serdyukov, 2017), thus it is becoming more and more popular in terms of teaching methods and approaches in classroom.

Technology can assist teachers in facilitating learning activities, such as creating worksheets or digital material. Therefore, integrating technology into the learning activity is required for teachers as well as for pre-service teacher. As future teachers, the pre-service English teachers need professional development in order to teach and assist students in developing 21st-century abilities. As future teachers, they must be aware of the most effective ways for integrating technology, which will be used in their teaching practice

In order to prevent students from being disinterested and uninspired by the contents only found in textbooks, technology can help improve student motivation in learning. When compared to the traditional learning methods, language learning has advanced with the use of innovative and easily accessible technologies. (Khan et al., 2021). Therefore, the Technological

Pedagogical Content Knowledge (TPACK) framework can be used as a means of integrating technology into teaching and learning.

To master the TPACK framework, teachers must be competent toward the development of critical thinking, creativity, and communication skills. Paradigm change in 21st-century learning strengthened it (Nofrion et al., 2018). In other words, mastery of TPACK has become a requirement not only for teachers, but also pre-service teachers especially in their teaching practice. Highlighting the ways in which educational technology interacts with both pedagogy and content, the TPACK framework provides a way of thinking on this field of study (Schmidt et al., 2009). The evaluation of teaching performance as a whole, rather than just one component, is prioritized. Three key elements of learning environments are examined by TPACK: technology, pedagogy and content knowledge (Mishra & Koehler, 2006).

Drajati et al. (2021) discovered that some pre-service teachers still find it challenging to create lesson plans that integrate pedagogy, content, and technology into learning activities. Concerning this argument, the TPACK framework must be incorporated by pre-service teachers because it is a crucial component. A teacher must be capable of using technology as well as the TPACK framework. Therefore, it is intended that by suggesting the TPACK framework to pre-service teachers will aid them to assist students in learning.

Teachers have a significant role in enhancing student learning by integrating technology in real-world situations (Tondeur et al., 2017). Students may become more engaged and enthusiastic about attending class if

technology is used to support learning activities, especially when the subject matter is something they find challenging. Technology can be used in language classes by pre-service English teachers to support teaching-learning activities like game-based learning or even social media apps.

In order to design and implement effective teaching materials, this study aims to analyze how pre-service teachers integrate TPACK in their teaching practice in micro-teaching class as well as how their view when integrating TPACK during teaching and learning activities. This study will cover how pre-service teacher perspectives related to the integration of learning content with learning models and technology according to the TPACK framework.

1.2 The Problems of the Study

Based on the explanation in the background above, the researcher wants to explore:

1. What are pre-service English teachers' perceptions of integrating TPACK in their teaching practice?
2. How do pre-service English teachers integrate TPACK in their teaching practice?

1.3 The Objectives of the Study

Based on the questions from the problem statement above, the objective of this study firstly is to explore pre-service English teachers' perception toward TPACK at English Education Department Universitas Muhammadiyah

Kalimantan Timur and secondly is how they integrate it into their teaching practice in micro-teaching class.

1.4 The Scope of the Study

This study is limited to the perspective of English pre-service teachers' in English Education Department Universitas Muhammadiyah Kalimantan Timur. It prioritize on the perceptions of integrating TPACK in their teaching practice and how they integrate TPACK in their teaching practice more specifically in microteaching class.

1.5 The Significance of the Study

The researcher expected this study can be helpful in both theory and practice. The researcher hopes through academic approaches, some of this method can bring helpful information to the education world and that it can aid the pre-service teachers by providing reference of TPACK integration in their teaching practice. Furthermore, the researcher expects that this study may help future researchers who wish to analyze similar topics but different approaches.

For future researchers, it is hoped that this research will add information, knowledge, and new points of view that can be used to the field of education, to be more specific in the English education area. Future researchers can use this study to integrate the TPACK framework in teaching practice for research objectives.