CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Literature Review

2.1.1 The Technological Pedagogical Content Knowledge (TPACK)

According to Mishra and Koehler (2006), the TPACK framework consists of the essential knowledge that teachers need in order to teach effectively, including knowledge of technology, pedagogy and content. The teacher's understanding of current technology, such as computers and the internet, is referred to as technological knowledge (TK). The understanding of the subject matter provided is referred to as content knowledge (CK). The teacher's understanding of teaching and learning strategies, methods, as well as practices is referred to as pedagogical knowledge (PK).
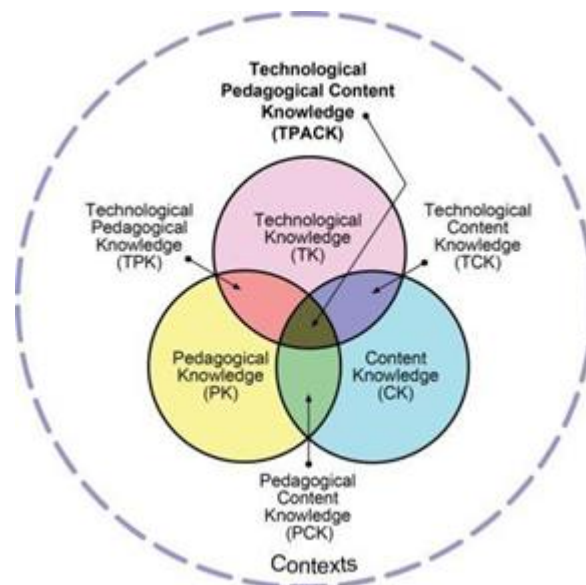

Figure 2. 1 The TPACK Framework (obtained from http://www.tpack.org/)

TPACK, or technological pedagogical content knowledge, is a framework for identifying and characterizing the sorts for knowledge needed by a teacher for successful technology-enhanced education. Shulman (1986) first presented the idea of pedagogical content knowledge (PCK) as a way to comprehend the development of teacher knowledge. Mishra & Koehler (2006) expanded on this concept to discuss how teachers integrated technology into their teaching. They expanded PCK and proposed the conception of technological pedagogical content knowledge (TPACK), implying that technology should be linked to certain academic subjects.

The TPACK Framework include three main knowledge aspects, each aspects is linked to other knowledge start from technology, pedagogical and content knowledge. This means it is necessary to understand how those elements represent the proposed TPACK framework by Mishra and Koehler in advance.

2.1.2 Pre-service English Teacher

Pre-service English teachers are university undergraduate students who have managed to complete all coursework related to education. According to Bransford et al. (2005), pre-service teacher education programs are designed to help undergraduate students become effective teachers who are prepared to face the future demands of the teaching profession.

In order to instruct and assist their students in attaining the 21st-century abilities, pre-service English teachers as future teachers must engage in professional development. Additionally, according to Trujillo & Hernández (2018) listening to pre-service teachers is a first step in reforming teacher education. The experiences of pre-service English teachers are a valuable source of knowledge that should be taken into account when developing curriculum, particularly when creating new focus for teaching practice that might provide chances for professional and personal development.

2.1.3 Teaching Practice

Teaching practice is an opportunity to enhance pre-service English teachers teaching abilities, undertake a professional inquiry for their practices, and supervised by experienced lecturers. As a result, the theory that pre-service teachers are taught in class is connected by teaching practice. The practicum time provides pre-service English teachers with an opportunity to put what they have learned into practice and make connections between theory and practice (Meijer et al., 2002). Experiences in the classroom will improve learning and teaching in a particular subject. According to Hammond & Bransford (2005), it seems that teachers' development is enhanced if they have several opportunities and experience to study the relationship between theory and practice in their teaching practice.

2.2 Previous Studies

A qualitative study entitled "TPACK in practice: EFL Pre-Service Teacher on Integrating Technology During Online Teaching in Thailand" conducted by Lestari & Asari (2022) aimed to explore how pre-service teachers of English for foreign language use technology for online learning activities and their perspectives on students when using technology in teaching-learning activities. According to the result, EFL pre-service teachers recognized and utilized a variety of technology that is typically employed in educational activities. They typically employ PowerPoint and videos due to their ease of use, which aids students in understanding the topic being taught and increases classroom engagement. Furthermore, teachers find it easier to provide lesson materials with various technologies available in teaching learning activities.

Drajati at al. (2021) conducted a study to explore pre-service English teachers' TPACK-21CL (21 Century Learning) in teaching practicum. The results show that (1) pre-service teachers showed various kinds of knowledge when designing lesson plans using the TPACK-21CL framework, and (2) integrating the use of the framework into lesson plans had a positive effect on pre-service English teachers' ability to solve problems and give moral principles in their students. English pre-service teachers should have chances as well as challenges in teacher education programs, especially during a teaching practicum, to develop their TPACK-21CL framework into their lesson plan in order to successfully integrate technology, pedagogy, and content knowledge into their teaching in the future.

2.3 Conceptual Framework

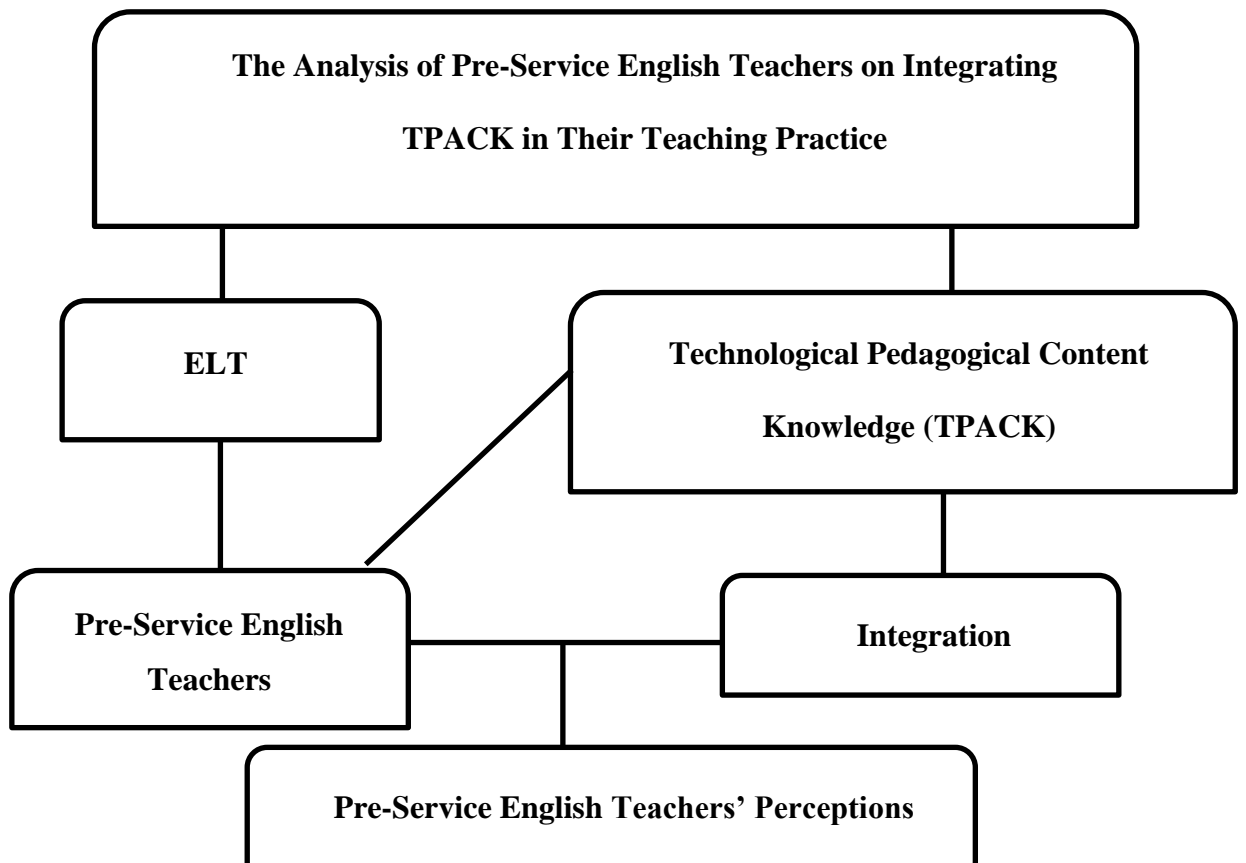Based on the theories, previous studies and explanation above, the researchers develop the conceptual framework as below:

Figure 2. 2 Conceptual Framework