

**MANUSCRIPT (NASKAH PUBLIKASI)**

**“THE ANALYSIS OF PRE-SERVICE ENGLISH TEACHERS ON  
INTEGRATING TPACK IN THEIR TEACHING PRACTICE”**

**“ANALISIS CALON GURU BAHASA INGGRIS TENTANG  
MENGINTEGRASIKAN TPACK DALAM PRAKTIK MENGAJAR”**

**NURULISA<sup>1</sup>, IBRAHIM<sup>2</sup>**



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**2023**

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***“Analisis Calon Guru Bahasa Inggris Tentang Mengintegrasikan Tpack Dalam  
Praktik Mengajar”***

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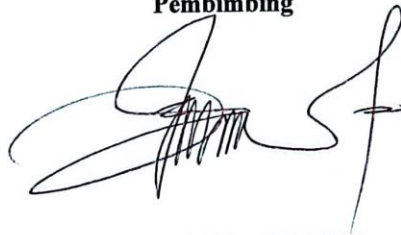
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# The Analysis of Pre-Service English Teachers on Integrating TPACK in Their Teaching Practice

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## ABSTRACT

This study covered the pre-service English teachers' perceptions toward TPACK. The researcher applied a qualitative descriptive case study approach which included three participants in 6th semester from English Education Department in one of the private universities at Kalimantan Timur using interviews as the instrument to collect data. The results are participants have integrated numerous kind of technology in their teaching practice like PowerPoint, Quizizz, YouTube, and Google Forms to create teaching materials. The study also revealed that The TPACK framework, which combines technology, pedagogy, and content knowledge, is seen to be important in their teaching practice where it can enhance student eagerness in learning integrated with technology.

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## Informasi Artikel

### Kata Kunci:

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## ABSTRAK

Studi ini mencakup persepsi guru pre-service bahasa Inggris tentang TPACK. Peneliti menerapkan pendekatan studi kasus deskriptif kualitatif yang melibatkan tiga peserta semester 6 dari Jurusan Pendidikan Bahasa Inggris di salah satu Universitas Swasta Kalimantan Timur dengan menggunakan wawancara sebagai instrumen pengumpulan data. Hasilnya peserta telah mengintegrasikan berbagai macam teknologi dalam praktik mengajar mereka seperti PowerPoint, Quizizz, YouTube, dan Google Form. Studi ini mengungkapkan bahwa kerangka kerja TPACK, yang menggabungkan teknologi, pedagogi, dan pengetahuan konten, dipandang penting dalam praktik pengajaran mereka di mana hal itu dapat meningkatkan keinginan siswa dalam belajar yang terintegrasi dengan teknologi

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## Introduction

Teachers are required to constantly think of innovative and creative ways in their teaching practice and create a variety of lessons. 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 teachers. As future teachers, the pre-service English teachers need professional development in order to teach and assist students in developing 21st-century abilities where they must be aware of the most effective ways for integrating technology.

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. 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). 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. 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. Concerning this argument, the TPACK framework must be incorporated by pre-service teachers because it is a crucial component. Teachers have a significant role in enhancing student learning by integrating technology in real-world situations (Tondeur et al., 2017)

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. 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.

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.

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)



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 et 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.

Therefore, 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.

## **Method**

The researcher employed a qualitative descriptive case study methodology in this research. This research conducted at the English Education Department in one of the private universities at Kalimantan Timur. Three students who are enrolled in a microteaching course were the subject of this study. The researcher employed interview to acquire the data. The study data collection method relied on semi-structured interviews. In order to disseminate the data, it is either written down or recorded in some sort of audio, video, or audio-visual format. The researcher analyzed the data using a general theme analysis method which included transcription, organization, familiarization, coding and themes.

## **Result and Discussion**

### **Pre-service English Teacher Perceptions**

As shown in the results of interview, the TPACK integration is really important in the learning process. This is based on the fact that teachers today are required to have a grasp on technology. All of the participants have a positive perspective on the TPACK framework and believe that the learning activities that use technology could improve the effectiveness of teaching and learning, it can be indicated with student's eagerness in

learning and make them more engaged through the process. The implications of the positive responses from the participants mean students are getting more enthusiastic about learning and help pre-service English teachers make varied teaching material using technology, so that students are more interested in learning.

**“It is important, because students now seem to be easily bored. So, there must be technology so that learning is not just a whiteboard and listening to the material.”**  
(Pre-service English Teacher 1)

**“I think it's important, because we also have anything to do with technology and also with technology it can make work easier.”**  
(Pre-service English Teacher 2)

**“I think it's important because we also have to keep up with the times. Teachers who do not use technology feel like it will not be sufficient or does not cover all the things needed for today's education.”**  
(Pre-service English Teacher 3)

Simply put, pre-service English teachers are already familiar with technology and capable of utilizing it. These findings are consistent with Lestari & Asari (2022) who claimed EFL pre-service teachers recognized and utilized various types of technology that is typically employed in educational activities. Based on the interview result, all of the participants utilize technology in their teaching practice.

### **Integrating TPACK in the Teaching Practice**

According to the interview, the majority of technology utilized by participants in their teaching practice is PPT, LCD, video downloaded from YouTube, Google Form, and Quizizz. The selection of technology is considered easy to use in terms of creating and integrating it into their teaching practice. The number of existing technologies, both applications and platforms, can help teachers facilitate teaching activities. In this case, participants chose such technology to make it easier to use, put the material in and do the assessment later.

**“...it can make those students more interested.”**  
(Pre-service English Teacher 1)

**“...if we use PPT, we can make learning media with good color visuals, there are pictures too.”**  
(Pre-service English Teacher 2)

**“..usually we use PPT or offline videos that we have downloaded. I also use online media such as using the Quizizz website or Google Form to make it easier and faster in assessment.”**  
(Pre-service English Teacher 3)

It is anticipated that the technology would help participants deliver content effectively so that learning objectives can be successfully met. Additionally, because the

lesson included an engaging media, students were able to understand it. According to Mishra and Koehler (2006), these technologies can either be considered new or advanced.

The participants use various strategies that align with technological, pedagogical and content knowledge due to the needs of students and material taught. Unlike traditional teaching, using technology helps pre-service English teacher in delivering material in teaching practicum because student are more interested. In technical terms, using technology is easier because they only have to explain while move PPT slides without the need to write on the blackboard. Similarly, in assessment where technology plays an important role in making it easier for teachers to assess students test results quickly. Student center is the learning method suggested by the microteaching lecturer. Pre-service English teachers must be able to make the most of 15 minutes to deliver material, include practice, and assign tasks.

**“Our lecturer suggests we use student center learning method. So we don't need to talk too much. We just give direction to students and our job is only to monitor them after that. So the time can be maximum, everything can be done in time from teaching time, doing practice, doing individual tasks. Because in the previous week I didn't have enough time to do everything in 15 minute, so I applied the advice suggested by microteaching course lecturer.”**

(Pre-service English Teacher 1)

A mastery of pedagogical knowledge connected to organizing and maintaining classroom management, selecting appropriate approaches, creating lesson plans, and creating appropriate activities is something that all English teachers in training generally believe that an English teacher should possess. According to Valtonen & Sointu (2020) empirical research, the findings supported the results of these interviews, which found that pedagogical knowledge held the most significant role and played a crucial role in both teaching and learning.

Furthermore, from the results of the interview conclude that that pre-service English teachers are capable at integrating technology with pedagogy and content knowledge. According to Barzaq (2007), an essential necessity for becoming a teacher is having enough pedagogy abilities, such as the ability to use technology. Additionally, the integration of technology into the TPACK framework offer pre-service English teachers a number of benefits, including the ability to create strategies that will make it easier for them to teach student where pre-service English teachers must be able to employ technology to enhance the teaching-learning activities because they will be a teacher in the future.

## Conclusion

The study's findings revealed that the participants have integrated the TPACK framework into their teaching practices. Different technological types were employed. Different technology types were employed. Participants create teaching materials using commonly used technologies, including PowerPoint to present the material as well as websites like quizizz and YouTube video and Google form to maximize their teaching practice. Furthermore, the study also revealed that The TPACK framework, which combines technology, pedagogy, and content knowledge, is seen to be important in their teaching practice. With the help of technology, pre-service English teacher can be more creative in creating the material which will increase student eagerness in the classroom.

## Acknowledgements

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