

# CHAPTER 1

## INTRODUCTION

### 1.1. Background of the Study

English speaking skill is considered one of the most crucial skills to develop and improve when learning a language, especially in an academic setting (Morozova, 2013). To become a well-rounded communicator, a person must be competent in all four language skills: listening, speaking, reading, and writing; however, the capability to speak professionally offers the speaker with several distinct advantages (Sadullayeva, 2021). Bahadorfar & Omidvar (2014) stated that speaking is a crucial component of second language learning and teaching, as it is a communication skill and is one of four basic language skills that need to be learned while acquiring a foreign language. The ability to communicate in English is considered to be a valuable skill for people from all over the world. To enable learners communicate independently, Bruner et al., (2015) asserted the need to use long-term out-class activities as well as social media such as internet, Facebook, music, films and TV which may in turn raise the learners' awareness of language development by providing authentic language contexts.

As the world is becoming a more globalized place and technology is developing rapidly, all communication forms start to take place instantly, which leads language to bypass the physical boundaries (Brunn et al., 2019).

As a natural outcome of this, Information Computer and Technology has begun to strengthen its place in language pedagogy as well Akpabio & Ogiriki, (2017). According to Bray & Tangney, (2017) in this state Information communication technology has started to penetrate education at all levels, including higher education. As a result, TPACK's frameworks (Technological, Pedagogical, and Content Knowledge) make it possible to successfully integrate technology into the teaching-learning process, teachers are obligated to handle the technological advances in society through education (Angeli & Valanides, 2005).

In order to effectively teach and engage students with technology, teachers need to take into account their knowledge. It is a method that considers how teachers' topic knowledge, pedagogy skill, and understanding of how technology is used in the classroom may all be accommodated to influence students' learning. With the use of TPACK, teachers can incorporate technological expertise into their lesson plans and teaching methods. Because of this, educational institutions need to get instructors ready and train them to use technology in the classroom (Mishra & Koehler, 2006). Teachers should understand how to utilize technology to obtain and present knowledge; it is not enough to simply know something; they also need to know how to achieve it and how to teach it, to obtain knowledge and instructional skills, by being aware of and managing the intersections between knowledge, content, pedagogy, and technology (ŞAD et al., 2015).

The use of technology in the speaking class is adopted in Universitas Muhammadiyah Kalimantan Timur respectively in English Department Study Program. As pre-service English teachers who are currently undertaking their undergraduate programs they are expected to be able to become competent teachers in their respective fields. Universitas Muhammadiyah Kalimantan Timur in its efforts to create an adequate place for the formation of prospective teachers, has implemented the integration of TPACK in the teaching learning of the English Department Study Program where English language skills can be obtained through the OpenLearning as learning platform media. This has become a concern regarding the implementation of TPACK in speaking classes for pre-service English teachers, where the use of computer-based learning will affect pre-service English teachers' perspectives in their teaching and learning activities

OpenLearning is an online learning platform that provides a space for individuals, educators, and institutions to create, deliver, and participate in various courses and learning experiences. It offers a collaborative and interactive learning environment where learners can access course materials, engage in discussions, complete assignments, and receive feedback from instructors and peers. OpenLearning emphasizes learner-centered and social learning approaches, fostering a sense of community and collaboration among participants. The platform supports a wide range of subjects and disciplines, catering to both formal and informal learning needs (*OpenLearning*).

It is challenging to get the students to speak up in a typical offline speaking class. Most students also do not have enough opportunities to practice their English skills. As a result, teachers must be more creative in encouraging students to practice their speaking skills. Therefore, the concept of language learning using technology has allowed both language instructors and learners to explore the effectiveness of the online learning approach (Sun et al., 2017).

In order to understand these issues, we need to take a look at where the skills are being taught using the integrated TPACK for the pre-service English teachers, namely speaking class. Speaking classes under the program of the English Department Study Program in Universitas Muhammadiyah Kalimantan Timur are being conducted using computer based learning. The computer based learning classes course is delivered through OpenLearning, a web-based application. All the material related to the speaking skills for the pre-service English teacher such as; text, video, audio and visual are presented in this web based application. The student just has to access all the material within these web applications using their personal gadgets such as computers and smartphones.

## **1.2. Problem of the Study**

The purpose of the study is to examine the Pre-service teachers' perceptions of the application of TPACK (Technological, Pedagogical, and

Content Knowledge) in speaking class using OpenLearning. More precisely, the study attempts to answer the following questions:

1. To what extent do pre-service teachers perceive TPACK in Speaking class using OpenLearning?
2. What are the challenges the pre-service teachers face on TPACK implementation during their undergraduate program?

### **1.3. The Objectives of the Study**

The aim of this study is to create a better understanding of the students' perspective on TPACK integration in speaking classes. This will be accomplished by responding to the research questions section above.

### **1.4. The Scope of the Study**

This study is unique in some ways from several previous studies. First, this study is focused on the small field it is in Universitas Muhammadiyah Kalimantan Timur under the English Department Study Program which aimed to get depth of the study. Second, this study was conducted in the speaking class of the 2nd semester using a web based application namely OpenLearning which has little to no research being done before.

### **1.5. Significance of the Study**

1. Teachers

In terms of TPACK integration, this study could serve as a reference for future development of the OpenLearning application or any other Learning Management System.

## 2. Students

This study will assist them in their studies and may be an addition to developing their learning progress in their specific field of study through the use of TPACK integration.

## 3. Future Researchers

This will serve as further knowledge and enrichment in TPACK study for their future research paper as well as act as a reference paper.