

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 The General Concept of Perceptions

When it comes to observing an object, everyone has different points of view. This is referred to as perceptions. Perception will determine how a person perceives the world. According to (Guspa & Rahmi, 2017) perception is a human interpretation process that everyone experiences when interpreting information about the world, whether through sight, hearing, emotions, or scent. Furthermore, according to (Philip & Gary, 2013) perception is what we choose, arrange, and translate sensory information to build a picture of the world that signifies something.

Perception is one of the mainstream topics in research. There are some aspects or factors that will occur and shape how someone perceives something. According to Walgito, (2010) perception has three main aspects. Firstly is cognition which concerns comprehensive points of view, such as expectation and experience from personal life. Secondly is affection, this aspect is concerned with the personal emotional state of certain objects. And lastly is conation which is concerned with personal motivation, attitude, and behavior.

2.1.2 The Concept of Pre-service Teacher

The term 'EFL pre-service teacher' refers to those who are in one sphere such as training or education before taking any particular field of job (ÜLGÜ & ER, 2016). To become a proficient teacher, EFL pre-service teachers need to improve their ability in terms of choosing content as teaching materials, knowing how to deliver materials and having good teaching and managerial strategies (Sheridan, 2011). As a future teacher they have to know the best strategies to utilize future resources in their teaching which will be the implementation of technology in the education field.

2.1.3 The Concept of Learning Media

According to Tandilling et al., (2021), learning media is an intermediary tool or messenger that may help pupils get learning content. Learning Media plays an important role or service that may be used to help students get educational content. With the advancement of technology, today's learning materials are more dependent on computer technology. Learning media delivered via computer has several advantages: it allows for student participation with the subject matter, individualization of the learning process based on student aptitude, the presentation of digital sound components, immediate feedback, and the creation of a continuous learning process. As a result, because the learning process is a

communication process that occurs in a single system, learning media plays a vital role as one of the learning system components. Without the media, communication does not occur, and the learning process, like the communication process, does not function efficiently.

2.1.4 The Concept of TPACK

Technological Pedagogical Content Knowledge (TPACK) is a framework model that integrates three components: content, pedagogy, and technology (Mishra & Koehler, 2006). TPACK is a concept that aims to provide ease in problem solving, development of methods to facilitate the information retrieval system, as well as an understanding of the difficult concept (Ekrem & Recep, 2014). TPACK is studied to investigate learners' and teachers' perceptions regarding the use of technology.

The TPACK framework is composed of three primary knowledge elements and four knowledge intersections. Each element is linked to the other knowledge. As a result, it is necessary to review how those elements fit together to form the TPACK framework proposed by Mishra and Koehler in advance. The importance of understanding the TPACK framework for pre-service teachers is to make them learn quickly. Teaching effectively involves using tools, techniques, and strategies to optimize student learning and understanding context, mainly how your students learn, how they

process information, what motivates them to learn more, and what impedes the learning process with a technology tool.

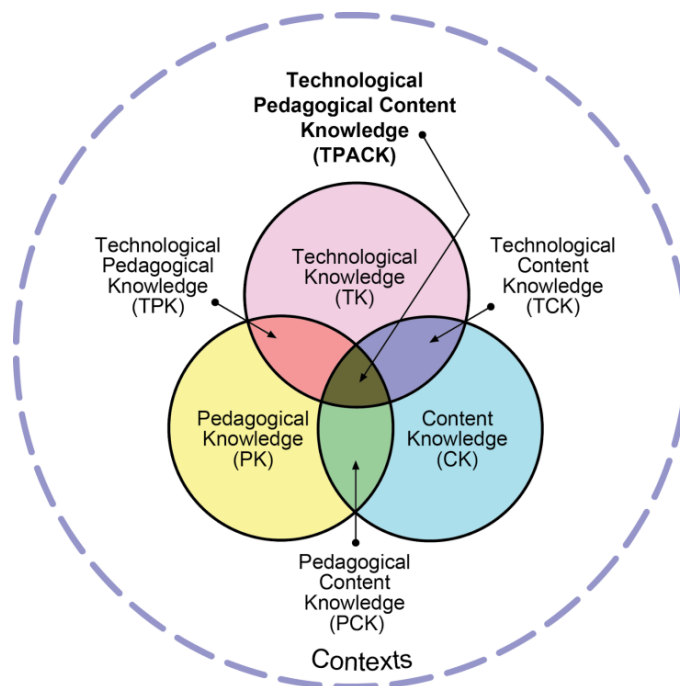


Figure 2.1 *The Technological Pedagogical Content Knowledge*

2.2 Previous Studies

The first study from Lestari & Asari, (2022) explores how EFL pre-service teachers integrate technology for online learning activities and their views on students when integrating technology during teaching-learning activities. The results are participants have recognized and used various kinds of technology that are usually used in learning activities. The use of videos and PowerPoint are the most frequently used by participants because of the ease of use, which impact students' understanding positively on the material being taught and become more active in class. Moreover, the various technologies used in

teaching and learning activities can make it easier for teachers to find and deliver learning materials.

The second study from Kusuma (2022) aimed at investigating the EFL pre-service teachers' technology integration in managing and teaching speaking skills online during emergency remote teaching. This study revealed that EFL pre-service teachers employed various technology tools during ERT even though not all of them were implemented frequently. Moreover, they often implemented WhatsApp, YouTube, and Google Forms as the primary online technology tools for classroom management and teaching speaking skills in fully online instruction during the COVID- 19 pandemic.

2.3 Conceptual Framework

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

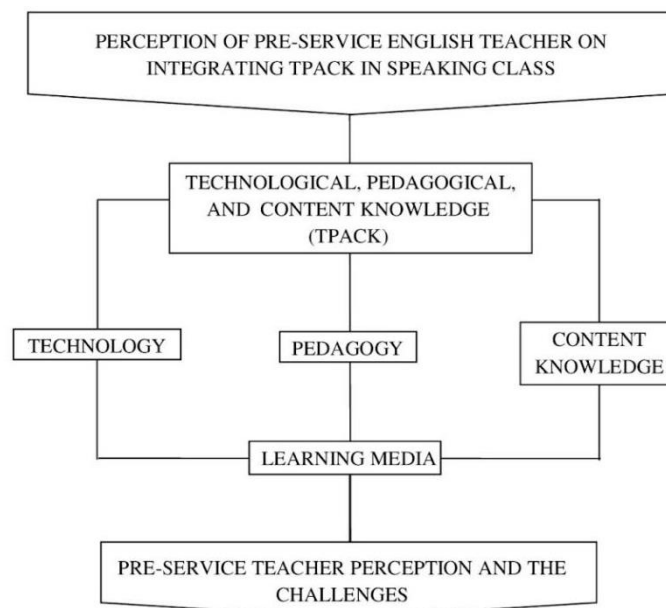


Figure 2.2 *Conceptual Framework*