
MANUSCRIPT (*NASHKAH PUBLIKASI*)

“PERCEPTIONS OF PRE-SERVICE ENGLISH TEACHERS ON INTEGRATING
TPACK IN SPEAKING CLASS”

"*. PERSEPSI GURU BAHASA INGGRIS PRAJABATAN TENTANG PENGINTEGRASIAN
TPACK DALAM KELAS BERBICARA*”

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2023

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” Persepsi Guru Bahasa Inggris Prajabatan Tentang Pengintegrasian Tpack Dalam Kelas Berbicara”

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NASKAH PUBLIKASI
PERCEPTION OF PRE-SERVICE ENGLISH TEACHERS ON INTEGRATION ON
TPACK IN SPEAKING CLASS

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Samarinda, 26 Agustus 2023

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PERCEPTION OF PRE-SERVICE ENGLISH TEACHER ON INTEGRATION ON TPACK IN SPEAKING CLASS

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Abstract

This study aims to understand the extent of pre-service teachers' understanding of TPACK integration and identify the challenges they face during its implementation. The research utilized a qualitative approach by employing semi-structured interviews to gather data from a sample of pre-service English teachers involving three students from the 2nd semester of one of the private universities in East Kalimantan. This research also used direct interviews as data collection instruments. The findings of the study reveal a predominantly negative perspective among the participants towards the integration of TPACK in speaking skills instruction. The pre-service teachers expressed concerns related to the ineffectiveness and impracticality of TPACK integration, technical issues such as internet connectivity problems, platform compatibility issues, and gadget limitations, as well as a lack of support and guidance. These challenges underscore the importance of carefully considering the effectiveness and practicality of technology integration, addressing technical challenges, and providing adequate support and guidance through mentorship and institutional assistance.

Keywords: *TPACK, Perspective, Pre- Service English Teachers, Speaking skills.*

I. INTRODUCTION

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. One of the private universities in East Kalimantan 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.

II. METHODE

The research utilized a qualitative approach by employing semi-structured interviews to gather data from a sample of pre-service English teachers involving three students from the 2nd semester of the English Language Education undergraduate program at one of the private universities in East Kalimantan.

2.1 RESEARCH DESIGN AND PROCEDURE

The researcher conducted this research using the qualitative descriptive case study research approach. To collect the data the researcher conducted a semi-structured interview. The semi-structured interview was conducted through direct interview and online meeting via Zoom. Then, the data gathered later written down or recorded through audio or video recording.

2.2 RESEARCH PARTICIPANTS

This study focuses on the students of the Speaking class under the English Department Study Program of one of the private universities in East Kalimantan. The researcher examine three undergraduate students from the 2nd semester who already have passed some speaking classes during their undergraduate programs.

Table 1 Interviewed Participants (pre-service English teachers)

No	Name (Pseudonym)	Gender	Undergraduate Program	Semester
1	Student A	Male	English Department	2
2	Student B	Female	English Department	2
3	Student C	Male	English Department	2

III. FINDINGS AND DISCUSSION

3.1 FINDINGS

3.1.1 *The Negative Outlook on the Integration of Technology for Speaking Class: Pre-service English Teachers perspective.*

The findings of the study revealed a predominantly negative perspective among pre-service English teachers towards the integration of TPACK in speaking skill instruction. Several key themes emerged from the analysis of the interview data. These concepts include perceived ineffectiveness, impracticality, internet connection problems, lack of mentoring, platform issues, and gadget limitations. The participants' challenges and concerns then were organized into several key categories and allowing the researcher to have better insight into their experience.

3.1.2 *Highlighted struggles*

3.1.2.1 *Effectiveness & Practicality*

First, pre-service teachers questioned the effectiveness of integrating TPACK in speaking skill instruction, expressing doubts about whether technology truly enhances their speaking abilities. They also perceived the integration as impractical, considering it overshadowing the actual teaching and learning process.

[student A] *“I think the use of technology for speaking skills is not very effective (using Open learning) because basically speaking skills is one of the skills that required to be trained by direct practice.”*

[student B] *“I personally don't really like to learn speaking course using technology which in this case is Open Learning because in my opinion speaking skills should be trained through practical activities while what is available in Open Learning media is more just written theory so this is one of the factors that I am not happy with.”*

The "Ineffectiveness and Impracticality" captures the participants' overall skepticism about the impact and feasibility of integrating TPACK in speaking skills instruction. It reflects their concerns about the potential ineffectiveness of technology tools in improving speaking abilities and the perceived impracticality of the integration process in terms of resource management.

3.1.2.2 *Technical Challenges*

Technical challenges emerged as another prominent category. Participants highlighted internet connection problems, which disrupted speaking activities and hindered student engagement. They also faced difficulties related to platform issues as

their reported that there often website is not load properly. Inadequate access to devices, such as computers, tablets, or smartphones, further limited their ability to implement TPACK effectively.

[student A] *“One of my biggest obstacles when learning speaking skills using technology (which is using an Open Learning website) is the limited network to access the website. This makes it difficult for my learning activities such as incomplete progress of learning module access or module pages that are auto-out.”*

[student C] *“Then there are also problems on the Open Learning website such as server down, pages that do not appear, and auto log-out..”*

Participants identified several specific challenges related to technology implementation. One prominent issue was internet connectivity problems, where participants reported frequent disruptions in speaking activities due to unreliable internet connections. They described instances of dropped connections, which interrupted the flow of speaking tasks and hindered student engagement. Another aspect of technical challenges was platform issues, including compatibility problems software or applications used for integrating TPACK.

3.1.2.3 Support and Guidance

A notable finding was the lack of mentoring and support in integrating TPACK. Pre-service teachers expressed the need for guidance from experienced educators to navigate the complexities of their learning progress in speaking skill instruction.

[student B] *“The lack of mentors who can monitor directly makes speaking practice, especially in the pronunciation section, very difficult for me.”*

The Absence or Insufficient Guidance from Experienced Educators" represents instances where pre-service English teachers expressed their dissatisfaction with the lack of support and guidance from experienced educators in integrating TPACK effectively in speaking skills instruction. Participants shared their concerns about the absence of mentors who could offer valuable insights, strategies, and best practices for incorporating technology into the teaching of speaking skills. They expressed a desire for the presence of experienced educators who could provide guidance and supervision, helping them navigate the complexities and challenges associated with TPACK integration within their speaking instruction. This lack of mentoring and guidance hindered their confidence and ability to integrate TPACK in a way that maximized their speaking skill development.

3.2 DISCUSSION

The subtheme of ineffectiveness and impracticality highlighted the participants' negative views towards the effectiveness and feasibility of integrating technology into their speaking skills instruction. Participants expressed doubts about the tangible benefits of using technology tools, questioning whether it truly improved students'

speaking abilities or served as a distraction. The perceived impracticality of the integration process was another concern, with participants expressing the challenges of managing resources required for technology integration alongside other instructional demands. This is in line with Lai et al., (2022) which they had investigated the perceptions of teachers regarding the integration of technology in classroom.

Technical issues emerged as another significant subtheme affecting the integration of TPACK. Participants reported challenges related to internet connectivity, platform compatibility, and gadget limitations. Internet issues, such as frequent disruptions and limited bandwidth, hindered smooth execution of speaking activities and affected student engagement. Platform issues, including compatibility problems, added complexity to the integration process. Additionally, inadequate access to devices limited the implementation of technology-mediated learning activity in speaking class. These technical challenges highlight the importance of addressing infrastructure, compatibility, and device availability to ensure seamless technology integration in speaking skills instruction. These result echo the previous studies about Technology-Enhanced Learning Environment (TELE) Framework by Palaigeorgiou, & Triantafyllakos, (2018) that emphasizes the importance of adequate technological infrastructure to support technology-enhanced learning such as inadequate internet connectivity, inhibiting platform issues, or device limitations that hinder the effective use of technology that pre-service English teacher had experiences.

The subtheme of support and guidance highlighted the participants' concerns regarding the lack of mentoring and supervision to support their progress in integrating TPACK effectively. Participants expressed the need for experienced educators who could provide guidance, insights, and strategies to navigate the challenges of technology integration. The absence of mentoring hindered their confidence and ability to implement TPACK in a way that maximized students' speaking skill development. Furthermore, participants highlighted the importance of institutional support, direct training, and resources, to enhance their competence in integrating TPACK. This is in line with Social Cognitive Theory purposed by Bandura, (1986).

IV. CONCLUSION

In conclusion, this study highlights the need to improve pre-service English teachers' understanding of TPACK integration in speaking class and address the challenges they face. By bridging the knowledge gap, providing technological support, and fostering mentorship, teacher education programs can better prepare pre-service teachers to effectively integrate TPACK into their speaking class, ultimately enhancing the quality of language instruction and student learning experiences.




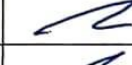


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