

## REFERENCE

- Ayu Lestari, A., & Asari, S. (2022). TPACK in Practice: EFL Pre-service Teachers on Integrating Technology during Online Teaching in Thailand. *JELLT (Journal of English Language and Language Teaching)*, 6(1), 1–16. <https://doi.org/10.36597/jellt.v6i1.11999>
- Barzaq, M. Y. (2007). Student-Teacher's Training Programmes Evaluation in English Language Teaching Colleges of Education in Gaza Strip Universities. Gaza: The Islamic University of Gaza Deanery of Curricula and Teaching Methods Department library.iugaza.edu.
- Baytak, A., Tarman, B., & Ayas, C. (2011). Experiencing technology integration in education: Student's perceptions. *International Electronic Journal of Elementary Education*, 3(2), 139–151.
- Castañeda-Trujillo, J. E., & Aguirre-Hernández, A. J. (2018). Pre-Service English Teachers' Voices About the Teaching Practicum Las voces de los profesores de inglés en formación acerca de la práctica pedagógica \* *Studies in Colombia. How*, 25(1), 156–173.
- Creswell, J. W. (2014). (2014). Book Review Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: Sage. *English Language Teaching*, 12(5), 40. <https://doi.org/10.5539/elt.v12n5p40>
- Darling-Hammond, Linda, Ed.; Bransford, John, E. (n.d.). *Preparing Teachers Design of Teacher Education Programs.Pdf*.
- Drajati, N. A., Rakerda, H., Sulistyawati, H., Nurkamto, J., & Ilmi, M. (2021). (2021). Investigating the adoption of TPACK-21CL by English pre-service teachers in a COVID-19 teaching practicum. *Indonesian Journal of Applied Linguistics*, 11(1), 124–133. <https://doi.org/10.17509/ijal.v11i1.34625>

- Guerriero, S. (2013). Teachers' Pedagogical Knowledge and the Teaching Profession: Background Report and Project Objectives.
- Khan et al. (2021). Learners' perceptions on WhatsApp integration as a learning tool to develop EFL vocabulary for speaking skill. *International Journal of Language Education*, 5(2), 1–14. <https://doi.org/10.26858/ijole.v5i2.15787>
- Lacey, A., & Luff, D. (2009). Q u a l i t a t i v e d a t a a n a l y s i s. *National Institute for Health Research*, 13.
- Ledbetter, A. M., & Finn, A. N. (2018). Perceived teacher credibility and students' affect as a function of instructors' use of PowerPoint and email. *Communication Education*, 67(1), 31–51. <https://doi.org/10.1080/03634523.2017.1385821>
- Meijer, P. C., Zanting, A., & Verloop, N. (2002). How can student teachers elicit experienced teachers' practical knowledge? Tools, suggestions, and significance. *Journal of Teacher Education*, 53(5), 406–419. <https://doi.org/10.1177/002248702237395>
- Miles, Matthew B, Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. sage.
- Mishra, P., & Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge. *Teachers College Record: The Voice of Scholarship in Education*, 108(6), 1017–1054. <https://doi.org/10.1177/016146810610800610>
- Schmidt, D. A., Baran, E., Thompson, A. D., Mishra, P., Koehler, M. J., & Shin, T. S. (2009). Technological pedagogical content knowledge (Track): The development and validation of an assessment instrument for preservice teachers. *Journal of Research on Technology in Education*, 42(2), 123–149. <https://doi.org/10.1080/15391523.2009.10782544>

- Serdyukov, P. (2017). Innovation in education: what works, what doesn't, and what to do about it? *Journal of Research in Innovative Teaching & Learning*, 10(1), 4–33. <https://doi.org/10.1108/jrit-10-2016-0007>
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, 22, 63–75. <https://doi.org/10.1109/IranianCEE.2013.6599777>
- Shulman, L. S. (1986). Definición de cómputo - Qué es, Significado y Concepto. *American Educational Research Association Is Collaborating with JSTOR to Digitize, Preserve and Extend Access to Educational Researcher.*, 15(2), 1. <https://definicion.de/computo/>
- Tondeur, J., Scherer, R., Siddiq, F., & Baran, E. (2017). A comprehensive investigation of TPACK within pre-service teachers' ICT profiles: Mind the gap! *Australasian Journal of Educational Technology*, 33(3), 46–60. <https://doi.org/10.14742/ajet.3504>
- Turgut, Y. (2017). Tracing preservice English language teachers' perceived TPACK in sophomore, junior, and senior levels. *Cogent Education*, 4(1), 1368612. <https://doi.org/10.1080/2331186X.2017.1368612>
- Valtonen, T., Leppänen, U., Hyypiä, M., & Sointu, E. (2020). Fresh perspectives on TPACK: pre-service teachers' own appraisal of their challenging and confident TPACK areas.
- Wijaya, I. N. A., Ratminingsih, N. M., & Dewi, N. L. P. E. S. (2022). English Language Education Student-Teachers' Perception on TPACK. *The Art of Teaching English as a Foreign Language*, 3(1 SE-), 9–18. <https://doi.org/10.36663/tatefl.v3i1.193>