

**THE READINESS OF PRE-SERVICE ENGLISH TEACHERS  
IN IMPLEMENTATION TPACK (TECHNOLOGICAL  
PEDAGOGICAL AND CONTENT KNOWLEDGE) IN  
CLASSROOM**

**By  
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**ANTASARI STATE ISLAMIC UNIVERSITY  
BANJARMASIN  
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**THE READINESS OF PRE-SERVICE ENGLISH TEACHERS IN  
IMPLEMENTATION TPACK (TECHNOLOGICAL  
PEDAGOGICAL AND CONTENT KNOWLEDGE) IN CLASSROOM**

**AN UNDERGRADUATE THESIS**

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by  
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## STATEMENT OF AUTHENTICITY

I, the undersigned, Nur Hasanah, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

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## ABSTRACT

**Hasanah, Nur.** 2021. *The readiness of Pre-service English Teachers in Implementation TPACK (Technological Pedagogical and Content Knowledge) in Classroom.* Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Nani Hizriani, M.A, (II) Fajrianor, M.Pd.

**Keywords:** Technological Pedagogical and Content Knowledge (TPACK), Pre-service English Teachers, Blanded Learning

Technological Pedagogical and Content Knowledge (TPACK) is the perfect combination of the 3 domain of knowledge (technology, pedagogy, and content). Technological Pedagogical and Content Knowledge (TPACK) analysis needs to be done in order to understand the teachers' level of knowledge in order to be able to integrate technology in learning.

The purpose of this study is to identify the level of pre-service English teachers' readiness in implementing TPACK (Technological Pedagogical and Content Knowledge). This study used a descriptive quantitative method. This study was conducted in the English Education Department 2016 of Antasari State Islamic University Banjarmasin. The sampling technique used in this study is simple random sampling. Questionnaire were used to collect the data. The data obtained is analyzed using a descriptive statistical analysis

The data shows the results of the TPACK subdomain, which are TK (M=3,93), PK (M=3,72), CK (M=3,63), TPK (M=3,75), TCK (M=3,81), PCK (M=3,77). TPACK (M=3,64). The conclusion is the readiness of Technological Pedagogical and Content Knowledge (TPACK) of pre-service English teachers of Antasari State Islamic University is at medium level, it is indicated that the Pre-service English Teachers have the ability to integrate technology into learning. However, Content Knowledge (CK) domain and Technological Pedagogical and Content Knowledge domain (TPACK) had a lower average value (M= 3,63 and 3,64).

## ABSTRAK

**Hasanah, Nur.** 2021. *The readiness of Pre-service English Teachers in Implementation TPACK (Technological Pedagogical and Content Knowledge) in Classroom*. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: (I) Nani Hizriani, M.A, (II) Fajrianor, M.Pd.

**Kata kunci:** Technological Pedagogical and Content Knowledge (TPACK), Pre-service English Teachers, Blanded Learning

Technological Pedagogical and Content Knowledge (TPACK) merupakan gabungan sempurna dari 3 domain pengetahuan (teknologi, pedagogi, dan konten). Analisis Technological Pedagogical Content Knowledge (TPACK) perlu dilakukan dalam rangka memahami tingkat pengetahuan guru untuk dapat mengintegrasikan teknologi pada pembelajaran di kelas.

Penelitian ini dilakukan untuk mendapatkan profil tingkat kesiapan TPACK calon guru Bahasa Inggris di Program Studi Pendidikan Bahasa Inggris Universitas Islam Negeri Antasari Banjarmasin. Penelitian ini menggunakan metode deskriptif kuantitatif. Pengambilan sampel penelitian menggunakan teknik *simple random sampling*. Pembagian angket digunakan untuk mengumpulkan data. Data yang diperoleh dianalisis menggunakan analisis statistik deskriptif.

Data yang diperoleh menunjukkan hasil dari subdomain TPACK, yaitu TK (M=3,93), PK (M=3,72), CK (M=3,63), TPK (M=3,75), TCK (M=3,81), PCK (M=3,77). TPACK (M=3,64). Kesimpulannya adalah, hasil penelitian ini menunjukkan bahwa tingkat kesiapan Technological Pedagogical and Content Knowledge (TPACK) calon guru Bahasa Inggris Universitas Islam Negeri Antasari Banjarmasin adalah sedang. Hal ini menunjukkan bahwa calon guru Bahasa Inggris UIN Antasari Banjarmasin memiliki kemampuan yang cukup untuk mengintegrasikan teknologi ke dalam pembelajaran. Namun, penguasaan pada Content Knowledge (CK) dan Technological Pedagogical and Content Knowledge (TPACK) memiliki total nilai rata-rata yang paling rendah (M=3,63 dan 3,64).

**MOTTO**

*“it always seems impossible until it’s done”*  
(Nelson Mandela)



## DEDICATION

I dedicate this thesis for:

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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

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Nur Hasanah

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