

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).