

**PHENOMENOLOGICAL STUDY: TPACK FRAMEWORK
IMPLEMENTATION PERFORMED BY PRE-SERVICE
ENGLISH TEACHERS IN TEACHING PRACTICE
COURSE II**

THESIS

**By
MUHAMMAD HILAL NAZMI
190101030488**



**ANTASARI STATE ISLAMIC UNIVERSITY
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION DEPARTMENT
BANJARMASIN
2024 AD / 1445 AH**

**PHENOMENOLOGICAL STUDY: TPACK FRAMEWORK
IMPLEMENTATION PERFORMED BY PRE-SERVICE ENGLISH
TEACHERS IN TEACHING PRACTICE COURSE II**

Undergraduate thesis

Presented to Faculty of Tarbiyah and Teacher Training
In partial fulfillment of the requirements for degree of
Sarjana Pendidikan

By

Muhammad Hilal Nazmi
190101030488

**ANTASARI STATE ISLAMIC UNIVERSITY
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH LANGUAGE EDUCATION DEPARTMENT
BANJARMASIN
2024 AD / 1445 AH**

STATEMENT OF AUTHENTICITY

I, the undersigned, Muhammad Hilal Nazmi, 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.

Banjarmasin, 1 Mei 2024

The writer,



Muhammad Hilal Nazmi

SURAT BUKTI BEBAS PLAGIASI

Nomor: B-201/Un.14/III.1.f/PP.00.9/05/2024

Ketua Program Studi Tadris Bahasa Inggris menerangkan bahwa mahasiswa dengan identitas berikut:

Nama : Muhammad Hilal Nazmi
NIM : 190101030488
Program : S-1
Program Studi : Tadris Bahasa Inggris

Judul Skripsi:

Phenomenological Study: TPACK Framework Implementation Performed by Pre-service English Teacher in Teaching Practice Course II

Hasil Uji Plagiasi : 12 %

Berdasarkan hasil uji plagiasi dengan menggunakan www.turnitin.com bahwa naskah skripsi ini dinyatakan memenuhi syarat batas maksimal plagiasi 25%.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 03 Mei 2024

Ketua Program Studi
Tadris Bahasa Inggris



Afifah Linda Sari

APPROVAL

Title : PHENOMENOLOGICAL STUDY: TPACK
FRAMEWORK IMPLEMENTATION
PERFORMED BY PRE-SERVICE
ENGLISH TEACHERS IN TEACHING
PRACTICE COURSE II

Name : Muhammad Hilal Nazmi

SRN : 190101030488

Faculty : Tarbiyah and Teacher Training

Program : Undergraduate Study (S-1)

Department : English Education Department

Academic Year : 2023/2024

Place/Date of Birth : Banjarmasin, 21 Agustus 2001

Adress : Jl. Sengaji Hulu, RT. 10, Kel. Melayu, Kec.
TewehTengah, Kalimantan Tengah

After being checked and revised, this thesis has been approved to be examined in front of the board of examination of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.


Banjarmasin, 15 Maret 2024
Advisor



Dr. Hj. Raida Asfihana, M. Pd
NIP. 198311302006042003

Acknowledge by
Head of English Education Department
Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin,




Anifah Linda Sari, S.S., M. Pd
NIP. 198711102015032004

VALIDATION

Title: Phenomenological Study: TPACK Framework Implementation Performed by Pre-Service English Teachers in Teaching Practice Course II

Name: Muhammad Hilal Nazmi, SRN: 190101030488, has been examined by the board of thesis examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Day : Friday
Date : 17 May 2024
Score : 90,3 (A+)



Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin
Hamdan, M. Pd.
196604051993031005

THE BOARD OF EXAMINERS:

No.	Nama	Tanda Tangan
1	Afifah Linda Sari, SS., M. Pd (Chairperson)	1.
2.	Dr. Hj. Raida Asfihana, M. Pd (Member)	2.
3	Hidayah Nor, S. Pd, M. Pd (Member)	3.

ABSTRACT

Muhammad Hilal Nazmi: 2024. Phenomenological Study: TPACK Framework Implementation Performed by Pre-service English Teachers in Teaching Practice Course II. Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: Dr. Hj. Raida Asfihana, M. Pd.

Keywords: Technological Pedagogical Content Knowledge (TPACK), Pre-service English Teachers, Teaching Practice Course II

Today's in this modern era, the rapid of technological development in human civilization, especially in the area of teaching and learning becomes a big phenomenon for teachers or EFL pre-service teachers due to its important role in the field of education. In addition, teachers are required to perform in accordance with new and evolving standards in education, as technology and information become more widely accessible, their use in the curriculum and pedagogical practice becomes increasingly crucial. Technological Pedagogical Content Knowledge (TPACK) framework proposed by Mishra and Koehler in 2006 exists as one of the solutions or guidelines to effectively integrate technology, pedagogy, and content within classroom. Thus, this research aims to find out how the TPACK framework is implemented, and what are the challenges faced by pre-service English teachers in implementing the TPACK. This research uses phenomenological research design. This research was done at four schools during teaching practice course II program with total 10 pre-service English teachers as participants. Observation, interview, and documents analysis provided data on how the implementation of TPACK performed by pre-service English teachers during teaching practice course II, as well as the challenges they have faced in implementing the TPACK. The result showed that the pre-service teachers are able to integrate technology in their teaching aligns with TPACK framework, even though there were still some pre-service teachers were could not effectively implemented the TPACK. This evident from the application of interactive technological media design combined with the use of effective teaching methods or strategies to support the teaching process. Pre-service English teachers faced several challenges include limited resource, technical issues, unfamiliarity with technology, mastering learning material, allocating effective learning time, and managing classroom environment while the use of technology.

ABSTRAK

Muhammad Hilal Nazmi: 2024. Studi Fenomenologis: Implementasi Kerangka TPACK yang Dilakukan oleh Calon Guru Bahasa Inggris dalam Mata Kuliah Praktik Pengalaman Lapangan II. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari. Pembimbing: Dr. Hj. Raida Asfihana, M. Pd.

Kata Kunci: Technological Pedagogical Content Knowledge (TPACK), Calon Guru Bahasa Inggris, Praktik Pengalaman Lapangan II

Dalam era modern ini, perkembangan teknologi yang pesat dalam peradaban manusia, khususnya dalam bidang pendidikan menjadi fenomena besar bagi para guru atau calon guru bahasa Inggris karena peran pentingnya dalam bidang pendidikan. Selain itu, guru dituntut untuk tampil sesuai dengan standar baru dan berkembang dalam pendidikan, karena teknologi dan informasi menjadi lebih mudah diakses, penggunaannya dalam kurikulum dan praktik pedagogis menjadi semakin penting. Kerangka Technological Pedagogical Content Knowledge (TPACK) yang diusulkan oleh Mishra dan Koehler pada tahun 2006 hadir sebagai salah satu solusi atau pedoman untuk mengintegrasikan teknologi, pedagogi, dan konten dalam ruang kelas secara efektif. Oleh karena itu, penelitian ini bertujuan untuk mengetahui bagaimana kerangka TPACK diimplementasikan, dan apa saja tantangan yang dihadapi oleh calon guru bahasa Inggris dalam mengimplementasikan TPACK. Penelitian ini menggunakan desain penelitian fenomenologis. Penelitian ini dilakukan di empat sekolah selama program praktik pengalaman lapangan II dengan total 10 calon guru bahasa Inggris sebagai partisipan. Observasi, wawancara, dan analisis dokumen menyediakan data tentang bagaimana implementasi TPACK dilakukan oleh calon guru bahasa Inggris selama praktik pengalaman lapangan II, serta tantangan yang mereka hadapi dalam mengimplementasikan TPACK. Hasil penelitian menunjukkan bahwa calon guru mampu mengintegrasikan teknologi dalam mengajar mereka sesuai dengan kerangka TPACK, meskipun masih ada beberapa calon guru yang tidak dapat mengimplementasikan TPACK dengan efektif. Hal ini terbukti dari aplikasi desain media teknologi interaktif yang dikombinasikan dengan penggunaan metode atau strategi pengajaran yang efektif untuk mendukung proses pembelajaran. Calon guru bahasa Inggris menghadapi beberapa tantangan termasuk sumber daya terbatas, masalah teknis, ketidakfahaman dengan teknologi, penguasaan materi pembelajaran, alokasi waktu pembelajaran yang efektif, dan pengelolaan lingkungan kelas saat menggunakan teknologi.

MOTTO

“Opportunities do not come twice, but they are always come for those who never stop trying”

(Muhammad Hilal Nazmi)

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ سَيِّدِنَا
وَمَوْلَانَا مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ، أَمَّا بَعْدُ

Praise to Allah the Almighty who has been giving me guidance until the writer finished this thesis entitled “Phenomenological Study: TPACK Framework Implementation Performed by Pre-service English Teachers in Teaching Practice Course II. Thesis”. Peace and salutation always be upon Prophet Muhammad P.B.U.H and all his friends who struggle for Allah. The writer like to express appreciation and gratitude to:

1. Dr. H. Hamdan, M. Pd as the Dean of Faculty of Tarbiyah and Teacher Training of Antasari State Islamic University and all his staff for their help in the administrative matters.
2. Afifah Linda Sari, S.S, M. Pd, as the Head of English Language Education Department for the assistance and motivation.
3. My academic advisor, Fajrianor, S. Pd, M. Pd, for guidance, help, and encouragement.
4. My thesis advisor, Dr, Hj. Raida Asfihana, M. Pd, as the advisor of content and research methods for all the advice, helps, suggestion, encouragement, and kindness in providing knowledge and time in writing this thesis.
5. All the lecturers and assistants in Faculty of Tarbiyah and Teacher Training for the priceless knowledge.
6. The school authorities (SMAN 7, SMAN 3, MAN 2, and SMPN 23 Banjarmasin) for allowing me to conduct research at their premises.
7. All the participants in this research who have been willing to assist and dedicate their time to develop this research.
8. To my parents who have raised me with boundless effort and love, my mother and my father. They always support me in mental and material form,

so that I can complete this thesis. They also always provide me with important and wise lessons in my life. They also I will always be grateful for all my parent's struggles and sacrifices for me.

9. To my beloved extended family, who have always support and believe in me. I do not reduce my respect and gratitude at all even though I do not mention all their names. Thank you very much.
10. Also to my closest friends who have helped, supported, and believed me. Muhammad Asy'ari, Bayu Ihdal Pamungkas, Fajaria Nur Rahmah, and Bella Syifa Zulfia. Thanks to you all, I was able to get through the difficult times in working on this thesis easily and laughed a lot.
11. My one and only favorite and special person, Qathratun Nada Syifaurrahmah, who always fills my days with color and happiness when I am tired from working on my thesis.

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.

Banjarmasin, Shawal, 20th 1445 A. H.
May 1st 2024 A. D.

Writer

TABLE OF CONTENTS

COVER PAGE	
TITLE PAGE	i
STATEMENT OF AUTHENTICITY	ii
PLAGIARISM LETTER	iii
APPROVAL	iv
VALIDATION	v
ABSTRACT	vi
ABSTRAK	vii
MOTTO	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xi
LIST OF TABLE	xiii
LIST OF APPENDICES	xiv
CHAPTER I	1
INTRODUCTION	1
A. Research Background.....	1
B. Definition of Key Terms	7
C. Research Questions	9
D. Research Objectives	9
E. Research Significance	10
CHAPTER II	12
THEORETICAL REVIEW	12
A. TPACK Framework Definition.....	12
B. Pre-Service Teachers Definition	14
C. Definition of Teaching Practice Course (TPC).....	16
D. Review of Previous Studies	17
CHAPTER III	21
RESEARCH METHOD	21
A. Research Design.....	21

B. Research Setting.....	24
C. Participants.....	25
D. Data.....	25
E. Data Collection Procedure.....	25
F. Research Instrument.....	26
G. Data Analysis.....	27
CHAPTER IV.....	28
FINDINGS AND DISCUSSION.....	28
A. Findings.....	28
B. Discussion.....	68
CHAPTER V.....	88
CLOSURE.....	88
A. Conclusion.....	88
B. Suggestion.....	91
REFERENCES.....	93
APPENDICES.....	100
CURRICULUM VITAE.....	120

LIST OF TABLES

TABLE 4.1 Tpack Observable Activities And Domains During Tpc Ii Performed By Pre-Service English Teachers	32
TABLE 4.2 Sample Of Participant's Lesson Plan	65

LIST OF FIGURE

Figure 2.1 The illustration of TPACK framework	13
Figure 4.1 Thematic Categories of the Findings	29
Figure 4.2 TPACK Framework Domain Implementation by Pre-Service English Teachers	70

LIST OF APPENDICES

Appendix I. Translation Of Al-Qur'an.....	99
Appendix II. Research Instruments.....	100
Appendix III. Research Letter.....	111
Appendix IV. Photographs.....	119
Appendix VI. Consultation Schedules And Notes.....	120