

# CHAPTER I

## INTRODUCTION

### A. Research Background

Teaching practice course (TPC) is a program created by faculties in a university in which education faculty students are required to teach at school within a predetermined period of time with the aim of preparing to become professional teachers in the future. In addition, teaching practice is a crucial element of teacher training and education faculty. (Butler & Cuenca, 2012); Ferrier-Kerr, 2009; Farrell, 2008; Borg, 2006; Darling-Hammond, 2006; Johnson, 1999), moreover, it can be considered as a basis for the training and development of teachers for their future professionalism (Gareis & Grant, 2014). Teaching practice is their first time to get their first experience teaching face-to-face with students in certain schools and at the same time to develop their teaching professionalism before becoming a professional EFL teachers after graduate from the university as it is stated by Leshem and Bar-hama (2008) that Teaching practice is essential for student teachers' development since it is their first hands-on experience with their chosen profession. It provides opportunity for potential educators to enhance their pedagogical abilities. The English Language Education department of the Teachers Training and Education Faculty of the university supports students in becoming professional teachers by educating and training them in theory and practice. After gaining the theory from the university, EFL pre-service teachers are assigned to conduct teaching

practice at school as part of their preparation to become professional English as a foreign language (EFL) educators.

At recent days, where the teaching learning process has developed far from before. The presence of technology in human life today can be another development in human civilization, especially in the area of learning. Moreover, the technology utilization and application in education environment has begun to be carried out by most teachers around the world, by both pre-service teachers or professional teachers. In addition, the technology application in education environment can also be one of the triggers for increasing the quality of teacher profesional development. 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 for teachers.

It is also implied in the Al-Qur'an surah An-Najm verses 39-41 related to teachers profesional development :

وَأَنْ لَّيْسَ لِلْإِنْسَانِ إِلَّا مَا سَعَىٰ. وَأَنَّ سَعْيَهُ سَوْفَ يُرَىٰ. ثُمَّ يُجْزَاهُ الْجَزَاءَ الْأَوْفَىٰ

Based on the verses above and its meaning, it may be widely stated that individuals must keep improving themselves and keep trying in order to be creative and have greater ability in various areas, just as a teacher must develop himself in order to do better in teaching.

Therefore, teachers are expected to be able to integrate or combine between education and technology successfully. Besides that, the fact is that

technology plays a significant role in helping teachers to enhance the quality of their performance currently. As it is stated in several verses in Al-Qur'an such as in Q.S. Al-A'la verse 8, Q.S. Al-Anbiya verse 80, and Q.S. Yaseen verses 41-42.

Educational technology research has frequently been criticized for lacking a basis theory. Mishra & Koehler (2006) established the concept of Technological Pedagogical Content Knowledge (TPACK) that builds from Shulman's (1986) concept of Pedagogical Content Knowledge (PCK) in order to clarify teachers' abilities to combine technology into the curriculum. Highlighted from Shulman's model PCK, the efficacy of a teacher can be seen from both content knowledge (CK) and from their PCK. Bostancıoğlu & Handley (2018) continued from Shulman (1986) model of Pedagogical Content Knowledge (PCK), TPACK refers to the theoretical construct of teacher knowledge proposed by Mishra and Koehler (2006). It defines how subject-matter content is taught by teachers utilizing specific instructional methods and technology in specific contexts. Pointed out from Tseng (2018) TPACK will be performed as they establish three main categories of core knowledge, which included, Content Knowledge (CK), Pedagogical Knowledge (PK), and Technological Knowledge (TK).

TPACK represents the whole comprehension in the way to teach with technology. However, it should be noted that this is not the same like understanding every one of the three basic conceptions separately. Rather,

TPACK aims to discover how to utilize technology for teaching topics in a way that improves student learning.

Ashfihana & Yansyah (2022) decided to conduct research with Thirty-one university students (consisting of 7 males and 24 females) who enrolled in the Grammar III class and implemented Video-Making Activities (VMA) to their presentation as participants. Reflecting to the findings of this research it could be noticed that the VMA activities reflected the combination between both of technological pedagogical and also content knowledge called (TPACK), although there were some problems during the implementation, such as some audiences of the presentation only enjoyed the video presentation, but not the follow-up activities, some of students were still passive after-presentation activity, some of them are still reluctant to ask questions. Moreover, it can also noticed some activities of the VMA activity represented TPACK implementation such as (1) writing the summary of the materials and creating the worksheet represent their mastery related to the topic being discussed which established their Content Knowledge (CK), (2) video making activity represent a better understanding of Pedagogical Knowledge (PK) and Technology Knowledge (TK) integration in creating teaching media, (3) and the last is video presentation, this activity exposed students to the implementation of TPACK into teaching. At this point, students should organize the procedures for the video presentation, from engaging the audience throughout the presentation until assessing their understanding using exercises and a grammar worksheet.

The second previous study that inspired the researcher is the study from Aisyah et al., (2021) with the title “Technological Pedagogical Content Knowledge (TPACK) in Action: Unraveling Indonesian English as a Foreign Language Teachers’ TPACK by Implementing Telegram”. In this study Aisyah et al. employed a case study design to investigate deeply and explain the use of TPACK concept by an EFL teacher who transitioned from immediate and commercial platforms for online education into self-created Telegram Bot program or application in which for teaching objectives. The topic was an English instructor from one of Malang, Indonesia's premier vocational high schools. Observation and in-depth interviews focused on the TPACK theory were used to collect data over the course of one semester. The TPACK framework was simultaneously subjected to a thematic analysis utilizing an inductive method. The result showed that the Telegram Bot's technological, pedagogical, and content knowledge was shifting, applying, representing, and modeling. Reflecting to this four similarity of TPACK concept essentially describe the effective deployment of teacher-made educational apps utilizing the mentioned Telegram Bot.

The last previous study that inspired the researcher to conduct the current research is a study from Taopan et al., (2020) entitled “TPACK Framework: Challenges and Opportunities in EFL Classroom”. The objective in the study aims to examine and recount the experience of an English teacher utilizing the TPACK concept for English instruction. This research aims to examine the obstacles and advantages associated with

implementing the TPACK framework in English instruction. Taopan et al. conduct this study by employing a narrative research using thematic analysis or TA in order to analyze the gathered data. Whereas, the data is collected using observation approach, interviews in form of semi-structured, and also document analysis. The respondents was an English instructor that is already experienced at Indonesian high school. Based on the research findings it is indicated that integrating technology into English teaching is fairly challenging. The teacher faces challenges such as IT illiteracy, internet connectivity, and a lack of ideas for creating technology-based projects that are useful. Aside from that, technology integration offers a variety of advantages, such as a flexible and favorable classroom, the motivation of teachers and along with the students' improvement, and the development of multimodal products.

In the current study the researcher focus on investigating the pre-service teachers (PSTs) understanding and the implementation of TPACK in their EFL classroom on the process of teaching practice II programs that held by UIN Antasari. The researcher believes that it is important for the students in English Language Education Department, and generally for faculty of teachers training to understand and capable to implement the concept of TPACK in order to develop their teaching professionalism in the era of technological development. The data are collected through involved observations and interviews. Therefore, the researcher conduct this study that entitled **“Phenomenological Study: TPACK Framework**

## **Implementation Performed by Pre-Service Teachers in Teaching Practice Course II”**

### **B. Definition of Key Terms**

The following terms related to this research are clarified to avoid any misconceptions in this research.

#### 1. Technological Pedagogical Content Knowledge (TPACK)

TPACK is an acronym that stands for Technological Pedagogical Content Knowledge. Originally, the TPACK framework was introduced by Shulman (1987) which was originally called Pedagogical Content Knowledge or as known as PCK. This concept then was developed by mishra & koehler (2006, 2008, 2009, 2013, 2014) and after the development of the concept within five years of study. The PCK framework was later reintroduced by Mishra & Koehler (2006) as TPACK. The TPACK framework defines the types of knowledge or ability that teachers need to successfully integrate technology into teaching. TPACK will be performed as they construct the three domains of TPACK core knowledge: 1) Technological Knowledge (TK), 2) Pedagogical Knowledge or as known as (PK), and last is 3) (CK) that known as Content Knowledge. In the current research being conducted, the researcher chose TPACK as the core of this research, in which the TPACK framework implemented by English Language Education students as participants during teaching practice course II. From this study, then it can be concluded regarding the understanding or

mastery of the TPACK framework by English Language Education students at UIN Antasari Banjarmasin.

## 2. Pre-Service Teacher (PST)

Generally, at the higher educational institution, individuals enrolling in the education department are acknowledged as pre-service educators. The term also involves to the training that education students acquire throughout their educational journey, which provides them with the necessary skills to pursue a profession in teaching (Ardiyansah, 2021). On the other hand, (Richards & Schmidt, 2010) pointed that pre-service teachers as individuals who have undergone pre-service training or education, which refers to a course or program of study that student teachers complete prior to start their profession of teaching. Meanwhile, in this study, the researcher specifically chose pre-service teachers at the Faculty of Education, more precisely from the Department of English Language Education as participants in this study. These pre-service teachers are examined and observed related to their experiences in implementing TPACK in their teaching process during teaching practice course II.

## 3. Teaching Practice Course (TPC)

It refers to a mandatory process or program that must be carried out by an education student, with the aim of gaining experience and providing great opportunities for them to teach in a real classroom environment and apply teaching knowledge, methods, strategies, and others. The TPC in this research is the setting of the research being conducted, which specifically



this study is carried out during the TPC II that held by English Language Education Department of UIN Antasari Banjarmasin. In addition, this research is carried out in several schools that have been distributed by the Department of English Language Education of UIN Antasari Banjarmasin.

### **C. Research Questions**

The main questions that is going to be answered in this research are :

1. How is the implementation of TPACK by pre-service teachers in the English Language Education Department during teaching practice course II?
2. What are the challenges faced by pre-service teachers in the Education Department in implementing TPACK during teaching practice course II?

### **D. Research Objectives**

Pointed from the research questions, the research aims to investigate:

1. To find out how the implementation of TPACK by English Language Education Department pre-service teachers during teaching practice course II.
2. To find the issues or challenges faced by English Language Education Department pre-service teachers in implementing TPACK Framework II.

### **E. Research Significance**

This research provide useful information for the field of education especially for pre-service teachers, departments, education stakeholders and

researchers about the implementation of technology-enhanced learning aligns with the TPACK framework as well as the challenges faced by the pre-service teachers. The researcher believed that current research promotes the TPACK framework, which leads to improving the quality of teachers learning environment by integrating their learning with technology and the right way to employ the technology itself.

1. For the pre-service teacher, it is hoped that this research can serve as a source of evaluation for pre-service teachers in implementing effective technology-enhanced learning, thereby enhancing the quality of teaching and the professional development of pre-service teachers, particularly in the context of technology-integrated learning.
2. For the department, this research is expected to serve as an evaluation material for the department so that in the future, it can improve the quality and performance of pre-service teachers who will undergo the Teaching Practice Course program.
3. For the stakeholder in the field of education, this research is expected to be a useful source of information for improving the quality and facilities supporting the implementation of technology-enhanced learning. Consequently, with the enhancement of these aspects, the quality of education itself is anticipated to improve.
4. For researchers, it is believed that this research provide an opportunity and useful data or literature for others in the field of teaching technology or technology integrated teaching environments.