CHAPTER I

INTRODUCTION

This chapter presents the research background, identification of the problem, research scope, research question, research objective, and research significance.

1.1 Background

Technology has rapid development and takes a vital role in various activities. Technology is widely considered an essential part of people's lives, influencing people's needs, especially in education. In this 21st century, the teaching and learning process cannot be separated from the use of technology. Teachers in schools have widely carried out technology for teaching. Corkett and Benevides (2015) said teachers use technology for various purposes, such as increasing students' interest and learning effectiveness. The use of technology in the language learning process provides many benefits, including increasing the students' motivations and visualizing the material (Maeng et al., 2013)

As future teachers, pre-service teachers need to follow the current development, including the use of technology in teaching. One of the teacher completion standards in *Permenristekdikti no 55 Tahun 2017* explains the mastery of language fields and includes mastery of technology integration, pedagogy, content, and communication. In addition, the integration of technology mastery by the teacher assists the teachers to gain more benefits in the teaching and learning process as contained in *Permendiknas no 16 Tahun 2007* concerning standard competency. Based on the policy mentioned above, the pre-service teachers do master not only the content knowledge and pedagogical knowledge but also technological knowledge. Pre-service teachers need to know how to integrate ICT in learning activities effectively. The integration of ICT brings several changes to the teaching and learning activities approach, one of them being a change in the focus of learning from teacher-centred to student-centered(Munohsamy, 2015). The emergence of the problem of prospective teachers in integrating technology in

learning is the tendency of future teachers to see the type of technology merely and how to use it (Mishra and Koehler, 2006).

The introduction of technology in the educational process is very important. Formerly, teaching only required pedagogical and content knowledge in realizing effective learning. However, technological knowledge is also integrated with pedagogical and content knowledge nowadays. The interaction of technology, pedagogy and teacher content can be described using the TPACK conceptual framework. TPACK (Technological Pedagogical and Content Knowledge) is a conceptual framework that combines technological knowledge, pedagogy, content, and the interaction initiated by Mishra and Koehler (2006).TPACK extends the PCK (Pedagogical and Content Knowledge) conceptual framework created by Shulman (1987). Pedagogical knowledge is in-depth knowledge of the process and methods of teaching and learning activities, and content knowledge is knowledge of the actual subjects studied or taught (Koehler & Mishra,2013)

TPACK becomes an effective tool and way to explore the teachers' abilities in terms of mastery and the use of technology in learning, which can be synthesized into learning devices and learning processes (Tondeur et al., 2017). The constituent knowledge components of Technological Pedagogical Content Knowledge (TPACK) consist of: Technological Knowledge (TK), Content Knowledge (CK), Pedagogical Knowledge (PK), Pedagogical Content Knowledge (PCK), Technological Content Knowledge (TCK) and Technological Pedagogical Knowledge (TPK) (Koehler, 2006).

TPACK is an important concept in 21st centuly learning. According to Kim (2018), implementing the TPACK in teaching and learning process was run effectively and increased the quality. It can commonly be observed that several teaching variations are monotone. This monotone way of teaching held in every meeting made the students feel bored during the lesson. That is why the use of technology in the instructional process is urgently needed now. Ayinde (2014) also said that the use of TPACK to help teachers enhance classroom management

is highly proven. The integration of technological, pedagogical and content knowledge in the classroom gives the students an opportunity to learn and understand the material more accessible. The point is that if technology is combined equally in content and the teachers' pedagogical knowledge, it indirectly supports the quality of the teaching and lecturing process. Bugueño (2013) states that the integration of TPACK is considered to improve the students' learning abilities, but this is not always achieved due to the lack of ability to implement productive knowledge in the teaching and learning process by teachers.

Teachers readiness in implementing TPACK were really important the readiness of teachers in use technology can affect the smoothness of implementation TPACK in teaching and learning.Widyanti (2018)conducted a study on English teachers at senior high school buleleng-district on how they readiness toward implementing TPACK framework in teaching English. This study indicates that they were ready in implementing TPACK in learning. Beside that the researchers also found technology integration make sudent easier to learn English

TPACK framework in teaching and learning process seems to be closely related to teachers' perceptions in teaching English, Prasetya (2019) conducted research that aims to ensure English teachers' perceptions using the TPACK framework in the teaching and learning process at senior high school. In this study, the researchers found that most of teachers had positive perceptions of using TPACK framework in teaching English in high school.Another study also conducted by Dinc (2019) This study aims to collect the pre-service teachers' ideas about possible obstacles to technology integration in education.This research shows that prospective teachers l have several critical perceptions towards the technology integration, such as: how to use the technology effectively, an addition of technology in the course curriculum, increase the engagement, visualize the content of the course.

The previous studies mostly focused on integrating technological pedagogical content knowledge in teaching process and it was effect to prepare the teaching practices. The participants in previous studies were also EFL English

teachers. Previous studies did not focus on the perception of pre-service Englishteachers and this study involved pre-service English teachers. There is a study from Prasetya (2019)which almost similar with this research but the subject of the study was EFL teachers and the focus only on the perception and this besides focus on the perception the researchers focus also on the pre-service English teachers' TPACK competency

Because of the importance of TPACK in the teaching-learning process, assessing pre-service teachers' perceptions can be used as a reference to identify their knowledge and readiness before becoming real teachers. The teachers' perceptions play an important role in the teaching and learning process teachers' perceptions also important aspects of learning in classroom because it affect how they educate students. This statement is supported by Carrol (2013), who said that the teachers have an essential role in teaching and learning process effectiveness, so the teachers' practice and perceptions are essential. Beside that pre-service teachers' perceptions of TPACK framework also an important aspect of of teaching. Pre-service teachers get their knowledge when they attend teachers' education programs to become professional teachers

Looking to the importance of finding out the perception of pre-service teachers toward TPACK. The researcher attempted to investigate the pre-service Teachers of English Languange Education UniversitasPendidikanGanesha towards the TPACK framework. Besides, this current research also investigated how pre-service teachers implementing TPACK in their teaching and learning process during their real teaching practice program. It is important to know the pre-service English teachers' perceptions toward TPACK and show that pre-service teachers already have sufficient knowledge to apply technology with good pedagogical skills in teaching practice.

1.2. Identification of Problem

English language education students have been well prepared as future teachers, especially in using technology in learning activities. The technology use was very often used in the classroom to help the teaching and learning process.Based on preliminarily observation all of pre-service teachershave good knowledge about 21st-century learning, but only a tiny percentage knew about

TPACK. However, it has not been fully understood, and most of them never even heard and known about TPACK. They also said they were able to use technology but had a bit confuse when combine ways of teaching and materials using technology

Mastering technology is one of the factors that supporting the success of technology-based learning. Prospective teachers, who master technology will able to design, implement and evaluate the learning process when they become real teachers. When they don't have the ability to using technology, the learning process will got a few obstacles and learning efficiency cannot be maximized. In this study, researcher formulated a problem to identified, namely perception of pre-service English teachers toward TPACK. The researcher want to know how the pre-service English teacher perception of TPACK and how they using TPACK in their teaching practice.

1.3. Limitation of Problem

This research focused on pre-service teachers' perceptions of the technological and pedagogical content knowledge (TPACK) framework. The researcher used senior students because they already take microteaching courses.

1.4 Research Questions

1. How do pre-service teachers English Language Education Department of Universitas Pendidikan Ganesha perceive TPACK in teaching English?
2. How do pre-service teachers English Language Education Department of Universitas Pendidikan Ganesha perceive the implementation of TPACK in their teaching practice?

1.5 Research Objective

Based on the research problem above, the research objective of this study was

1. To identify the pre-service teachers'English Language Education Department of Universities Pendidikan Ganesha perceptions towardTPACK framework.

2. To identify the pre-service teachers of English Language Education Department Universities Pendidikan Ganesha perceptionsof the implementations TPACK framework in their teaching practice

1.6 Scope of Study

This study deals with Pre-Service teachers'perception toward using Technological Pedagogical Content Knowledge Framework in the Indonesian EFL Context at Universitas Pendidikan Ganesha.

1.7 Research Significance

The result of this study was expected to give the significance of both theoretically and practically

1. 7.1 Theoretical significance

The theoretical significance of this study was expected to increase the theoretical knowledge about Technological Pedagogical Content and Knowledge. In addition, it is expected to know the Pre-service English teachers perception toward implementation TPACK and how pre-service teachers see the Technological Pedagogical Content Knowledge Framework in the Indonesian EFL context.

1.7. 2. Practical significant

The practical significances of this research were divided into several groups: For the future researcher, for institutions, for Pre-service teachers.

a) For future researcher

This study hoped to provide information for future researchers who want to conduct a similar study.

b) For Institutions

This study was expected the result of this study can be considered for the university to decide the following ways to increase the quality of teaching.

c) For pre-service teachers

This study hopes that as future teachers, pre-service teachers will have TPACK skills in the teaching and learning process later. The pre-service teacher should acquire TPACK skills to explain the use of technology in the learning process.