

CHAPTER I

INTRODUCTION

1.1 Research Background

English is the language used to communicate globally by people who have a different native language to communicate with others. According to Nishanthi (2018), English is the language most commonly used to communicate universally. Therefore, English is an important language to learn, and to master English, people should learn either by taking courses or attending lectures. Besides, Dubey-jhaveri (2015) stated that English language education (ELE) had undergone significant changes in recent years as English has become the most widely spoken language globally. The changes in ELE that occur include changes in the teaching and learning process and many practice innovations. English is taught to children in various countries as a second language where English is not the country's official language. According to Lauder (2008), English is a developing language in Indonesia in developing the country's educational competence. Lauder added that English might negatively influence cultural influence even though many different potentials might serve Indonesia's model. Therefore, teaching English needs to be done so that students can understand and use English effectively.

In this 21st century, the teaching-learning process cannot be separated from the use of technology. Technology is something that is attached to society, and it is also included in education. In addition, Batane and Ngwako

(2017) explained that technology is considered a vital element, so teachers must apply technology in education in this twenty-first century. The rapid development of technology can be a challenge for schools, especially teachers and related agencies, to adapt to its significant changes (Kontkanen et al., 2016). Today, student teachers are equipped with skills and knowledge in their training programs to apply technology in teaching. Some possibilities enable teachers to integrate technology in teaching designs to improve student learning (Batane and Ngwako, 2017). Corkett & Benevides (2015) said the use of technology today allows students and teachers to create new opportunities in the teaching-learning process. Besides using technology, the perceptions of a prospective teacher or teacher must also be considered for their development in training so the teaching process can be done effectively.

The teachers' perception plays an important role in the teaching and learning process. Carrol (2007) said that the teacher has an important role in the teaching and learning process' effectiveness, so the teachers' practice and perception are essential. For example, Teacher perceptions also influence how teachers teach in the classroom, such as how teachers implement knowledge and process student evaluations (Hagborg, 1994). also, the teachers' perception towards assessment will affect the assessment type that the teacher will use. The assessment type can give influence students learning achievements (Nasri et al., 2010). On the other hand, teachers' perception of principal leadership affects how teachers carry out their duties as an educator (Kursunoglu & Tanriogen, 2009).

Aside from the perceptions, in applying technology in the teaching process, a good understanding is needed by teachers and prospective teachers. So, they can convey teaching material properly and according to the needs of students. TPACK is assumed to play an important role in the teaching process using technology. Technological pedagogical content pedagogical knowledge (TPACK) is a concept designed by Koehler & Mishra (2006). This concept contains technology integration in pedagogical content knowledge. Mishra and Koehler (2006) explained the TPACK concept as developing a form of knowledge needed by a teaching teacher. Wang et al. (2018) said TPACK is a conceptual framework used to understand teacher knowledge in integrating technology in education. The concept of TPACK is the evolution of Shulman's theory of PCK (pedagogical content knowledge). The theory of PCK focuses on the teachers' need to incorporate technology within concepts and pedagogical constructs.

TPACK is an important concept in teaching in the 21st century. A teachers' belief in teaching and practicing in the classroom is necessary, where the teachers are sure of their principles in teaching knowledge to students (Taopan et al., 2019). According to Rahmadi (2019), teachers must know modern and traditional techniques to improve learning quality in the 21st century. Taopan et al. (2019) interviewed and conducted research on the teacher who believes in the TPACK framework and had 25 years of experience in teaching English. Besides, the teacher was familiar with the use of technology in teaching classes at senior high schools. The teacher is one of the teachers taught at a senior high school in Indonesia. Their study found

that teachers who believe in the TPACK framework will be successful if there is a balance between the three domains; technological, content, and pedagogical. The teacher also believes that integrating technology in education also makes the teaching and learning process more manageable.

Teachers' perceptions and beliefs are important aspects of learning in the classroom because they affect how they educate students. Quoted from the OECD 2009 book: *Creating Effective Teaching and Learning Environments*. Teachers' beliefs, practices, and attitudes are essential to understanding and improving the educational process. Teachers are engaged in creating a learning environment for students and motivating students to achieve. The teacher's role is to communicate knowledge clearly and structured to explain correct solutions and give students clear and solvable problems.

Teachers must believe in the TPACK framework when implementing it in learning. Teachers who adopted the principles as the basis of thoughts and attitudes in the classroom cannot be separated from their beliefs. Taopan (2019) conducted a study on an English teacher on how the teacher used her beliefs about the TPACK framework in teaching English. This study indicates that the TPACK framework will be successful if the aspects of technology, pedagogy, and content knowledge are at the same level. Besides, the researchers found that teachers also believe that technology integration should facilitate and make it easier for students to learn English. Moreover, lastly, the importance of negotiating in the classroom.

The TPACK framework in the teaching process seems to be closely related to teachers' perceptions in teaching English. Prasetya(2019) conducted

research that aims to determine English teachers' perceptions using the TPACK framework in the teaching process at senior high schools. In this study, the researchers found that most teachers had positive perceptions of using the TPACK framework in teaching English in high schools.

Besides, student-teacher perceptions of the TPACK framework are also an important aspect of teaching. Teachers get their knowledge when they attend teacher education programs to become professional teachers. Setyosari (2020) conducted a study to see students' profiles and perceptions using the TPACK framework while carrying out teacher education programs. This study shows that the prospective teachers occupy the lowest position in skills to use technology. Moreover, when combined with pedagogic skills (Technology knowledge-Pedagogical Knowledge or Technological Pedagogical Knowledge), it appears that these two components occupy the highest position. Other results show that the combination of Pedagogical Knowledge-Content Knowledge or Pedagogical Content Knowledge increases Content Knowledge skills.

The Ganesha University of Education is one of the universities in Indonesia that educates future teacher candidates. Various departments educate students so that they can teach well. Of the many departments at the Ganesha University of Education, the Department of English Education, or ELE for short, teaches students to become English teachers. At ELE, students are taught face-to-face and use various educational platforms that can be used to teach online. Besides, students are also taught about ICT and the

application of technology in teaching. It is hoped that future teachers will have teaching skills using technology integration in the process.

Current issues are focused on student teachers' perceptions toward technological pedagogical content in English instructions in (English Language Education) Ganesha University of Education. The present research is conducted because the researcher wants to know more about the perceptions of prospective teachers. After all, currently, technology integration is needed in teaching. In addition to facilitating learning in the classroom, learning outside the school is possible. This possibility can make students learn more because they do not have to be limited in learning time. Students can study anytime and anywhere, and students can find additional information they need themselves apart from the teachers' material. Furthermore, the integration of technology in the teaching course also has to be with the content of knowledge that students and teachers must also teach well by using their technology. Therefore, it requires teacher awareness about TPACK.

Hence, the researcher attempts to investigate the student teachers' perception in English Language Education (ELE) majority at the Ganesha University of Education towards TPACK framework and how student teachers are actualizing their knowledge in preparing the teaching-learning process during their real teaching practice program by look at the lesson plans they are made when conducting the teaching practice in school. It is significant to know the student teachers' perceptions of ELE toward the TPACK framework and show that prospective teachers in ELE already have

sufficient knowledge to apply technology and deliver appropriate content with good pedagogical skills in their teaching practice.

1.2 Problem Identification

Student teachers of ELE have already used technology in their daily learning-teaching process. The use of technology is very often used in the classroom to help the teaching and learning process. With technology supporting the teaching and learning process, it is possible to teach online and in bland. Therefore, skills are needed for technology integration and content suitability for teaching, and good pedagogical skills to run classes effectively. In this study, researchers formulated a problem to be identified, namely the perception of ELE student-teachers using the TPACK framework. The researchers wanted to know how the student teachers' perceptions of TPACK and how they applied their understanding of TPACK to their teaching practices as seen from their preparation to teach in the lesson plans.

1.3 Research Questions

- 1.3.1** How are the student teachers' perceptions toward the implementation of TPACK in teaching English?
- 1.3.2** How do the student-teachers actualizing their perceptions during the real teaching practice program in the lesson plans?

1.4 Research Objective

- 1.4.1** To describe student teachers' perception toward TPACK in English instruction.

1.4.2 To describe the student-teachers' actualizing their perceptions during the real teaching practice program in the lesson plans

1.5 Research Significance

The researcher hopes that the results of this study can be helpful in terms of theoretically and practically. This study is expected to increase student teachers' awareness in developing their TPACK framework in English instruction.

1.5.1 Theoretical significance.

In theory, this research's findings could provide information and consideration of student teachers' perception in the development of technological pedagogical content knowledge (TPACK) and its application in education.

1.5.2 Practical significance.

In practice, the result is helpful for the following.

- a) Firstly, strengthen the awareness of student teachers on technology integration in education by the content and teaching methods that are good and effective in its application.
- b) Secondly, teachers and students also benefit from the possibility that the teaching and learning process can be carried out more effectively with technology and achieve learning objectives.
- c) Thirdly, the results of this study are expected to be used as a consideration for future research.

1.6 Research Scope

This research is limited to analyze the student teachers' perceptions toward technological pedagogy content knowledge (TPACK) in English instruction at the Ganesha University of Education and their preparation during the actual teaching practice program. This research is also limited to 2017-years students already gaining their teaching experience when taking their study program in 2020. Moreover, to see student-teachers actualizing their perceptions toward TPACK only seen from the lesson plans, they are made while taking the real teaching practice program.

