

**EFL PRE-SERVICE TEACHERS' PERCEPTIONS OF
TECHNOLOGICAL KNOWLEDGE DEVELOPMENT DURING FIELD
TEACHING PRACTICE**



RESEARCH PAPER

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by

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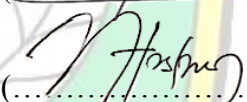
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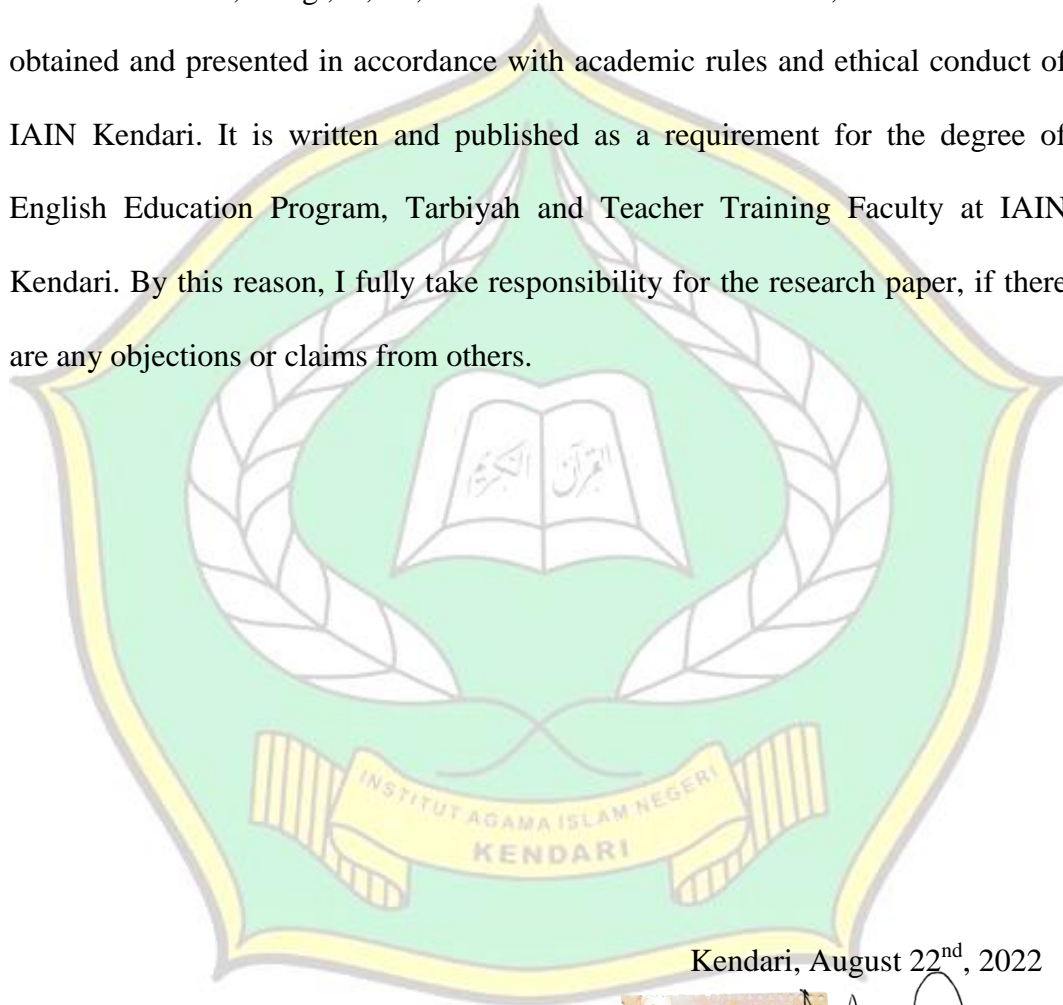
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Kendari, 22nd August, 2022

The researcher



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ABSTRACT

Makmur. SID. 18010106045. EFL Pre-service Teachers' Perceptions of Technological Knowledge Development during Field Teaching Practice. Supervised by: Isna Humaera, S.Ag., S.Pd., M.Pd, and Nur Hasanah Safei, S.Pd., M.Pd.

This study aims to investigate EFL pre-service teachers' perceptions of technological knowledge development during field teaching practice. Data were collected by using reflections of three EFL pre-service teachers' in English Education Department. This qualitative study focuses on the perceptions of EFL pre-service teachers' based on the concept of TPACK framework especially Technological Knowledge (TK). The result of the analysis showed that EFL pre-service teachers' tended to have a positive perception regarding their technological knowledge implementation during contributing to the field teaching practice in the classroom. Through a thematic analysis method, five themes emerged from this study, i.e., the basic technological knowledge of EFL pre-service teachers, the easiness of EFL pre-service teachers' in operating technology, the EFL pre-service teachers' mastery of technological skills, the importance of using technology in teaching, and the importance of having technological knowledge. This study implies that teacher educators should raise the EFL pre-service teachers' awareness of their technological knowledge development and help pre-service teachers gain a good understanding of technological knowledge.

Keywords: technological knowledge; qualitative study; EFL pre-service teachers'; field teaching practice

TABLE OF CONTENTS

TITLE PAGE	
APPROVAL SHEET	i
LEGALIZATION SHEET	ii
DECLARATION OF AUTHORSHIP	iii
PUBLICATION AGREEMENT	iv
ACKNOWLEDGEMENT	v
ABSTRACT	x
TABLE OF CONTENTS	xi
LIST OF FIGURE	xii
LIST OF TABLES	xiii
CHAPTER I: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Scope of the Study	4
1.3 Research Question	5
1.4 Purpose of the Study	5
1.5 Significance of the Study	5
1.6 Definition of Key Terms	6
CHAPTER II: REVIEW OF THE LITERATURE	8
2.1 Theoretical Framework	8
2.1.1 Technological Knowledge (TK)	8
2.1.2 The Integration of Technology in the Teaching-Learning Process	10
2.1.3 Technology Integration Models and TPACK Framework	11
2.1.4 The EFL pre-service Teachers' Perceptions of Technological Knowledge	13
2.2 Previous Study	15
CHAPTER III: METHODOLOGY	18
3.1 Research Design	18
3.2 Setting and Context	19

3.3	Participants.....	19
3.4	Data Collection	22
3.5	Instrumentation	22
3.6	Data Analysis	24
CHAPTER IV: FINDINGS AND DISCUSSION		30
4.1	Finding	30
4.1.1	The Basic Technological Knowledge of EFL pre-service Teachers'	31
4.1.2	The Easiness of EFL pre-service Teachers' in Operating Technology	36
4.1.3	The EFL pre-service Teachers' Mastery of Technological Skills.....	39
4.1.4	The Importance of Using Technology in Teaching	40
4.1.5	The Importance of Having Technological Knowledge.....	44
4.2	Discussion	46
CHAPTER V: CONCLUSION.....		52
5.1	Conclusion	52
5.2	Limitation.....	53
5.3	Pedagogical Implication.....	54
5.4	Recommendation for Further Studies	55
REFERENCES.....		57
APPENDIX.....		62
Appendix 1: Reflection Sheet		62
Appendix 2: Research and Data Analysis.....		63
Appendix 2.1 Data Coding.....		63
Appendix 2.1.1 Coding Q1		63
Appendix 2.1.2 Coding Q2		66
Appendix 2.1.3 Coding Q3		68
Appendix 2.1.4 Coding Q4		70
Appendix 2.1.5 Coding Q5		73
Appendix 3: Research Permit.....		76
Appendix 4: Curriculum Vitae.....		77

LIST OF FIGURE

Figure 2.1 Technological Pedagogical Content Knowledge..... 13



LIST OF TABLES

Table 3.1 Participants' Profile.....	20
Table 3.2 Example of Data Coding.....	26
Table 4.1 Table of Finding.....	31

