

CHAPTER I

INTRODUCTION

This chapter is intended to investigate the EFL pre-service teachers' perceptions of Technological Knowledge (TK) development during field teaching practice. This chapter presents the general issues related to the present study such as the background of the study, the scope of the study, the research question, the purpose of the study, the significance of the study, and the definition of the key terms.

1.1 Background of the Study

Against the background of digitalization, integrating technology into teaching is paramount for teachers to prepare students for a digitalized future (Lachner, Fabian, Franke, Preib, Jacob, Fuhrer, & Thomas, 2021). As a consequence, teachers are required to integrate technology into their teaching to support students' learning (Siddiq, Scherer, & Tondeur, 2016). Despite the potential of integrating technology for teaching, however, research has demonstrated that in many educational systems teachers rarely adopt technology into teaching (Fraillon, Ainley, Schulz, Friedman, & Duckworth, 2020). Meanwhile, studies show teachers should integrate technologies into teaching in the 21st century for effective teaching and learning (Abdalla & Ali, 2017). Hence, it is generally argued that pre-service teachers' should acquire subject-specific professional knowledge regarding technology integration to be able to support their future students' learning. The professional knowledge related to successful

subject-specific integration of technology is commonly subsumed under the concept of Technological Pedagogical and Content Knowledge (TPACK) as proposed by Mishra and Koehler (2006). Therefore, in the global context, the researchers' focus mostly concern on how teachers explore about technology and not how to implement it into teaching and learning process (Mishra & Koehler, 2006).

In addition to that, integrating technology into teaching has many benefits for teachers and students (Gur & Karamete, 2015). It helps students to create interest in learning and enables the teachers to change how they think about teaching (Sahin, 2011). In the Asian context, Koh, Chai and Lim (2017) reported one year of research implementing the rubric of TPACK-21CL (Century Learning) with Singaporean pre-service teachers. The result had a positive impact on their teaching practice and students' learning output. Therefore, it is obviously assumed that pre-service teachers should understand the basic concept of TPACK especially technological knowledge in order to help them in creating creative learning with technology.

Previous studies have assessed the relationship and role of TPACK in predicting teachers' technological knowledge for instructional practices (Habibi, Yusop, & Razak, 2020; Liang, 2015; Nelson, Voithofer, & Cheng, 2019; Pamuk, 2012). In the Indonesian context, Habibi, Yusop and Razak (2020) used the TPACK framework to predict pre-service teachers' integration of digital tools in their classrooms. Their study indicated that TPACK effectively predicts pre-service teachers' integration of digital technology during their teaching practices.

Another previous study was conducted by Cahyono and Kurniati (2016) showed that implementing TPACK into teaching and learning process has benefits for Indonesian EFL pre-service teachers in improving the quality of their EFL instructional designs and teaching practices. Technological knowledge is increasingly important for individuals and organizations to stay competitive, innovate, and adapt to changing circumstances. It empowers individuals especially teachers to leverage technology effectively in their personal and professional teaching, driving progress and shaping the future of teaching.

Though some previous studies about TPACK have been done by some researchers, there is still a scarcity of empirical studies investigating EFL pre-service teachers' perceptions of Technological Knowledge (TK) which plays an essential role in their teaching practice as EFL pre-service teachers. Therefore, this recent study attempts to fill this gap by focusing on investigating the EFL pre-service teachers' perceptions of Technological Knowledge (TK) development during field teaching practice in school. Technological knowledge includes proficiency in using tools, systems, and techniques to design, develop, and implement solutions to real-world problems. It also involves staying updated with the latest advancements and trends in technology in teaching and learning process. The result of this study is expected to investigate the EFL pre-service teachers' perceptions of TPACK development especially their Technological Knowledge (TK) during contributing to the field teaching program. This study also will provide the benefits for pre-service teachers and in-service teachers on

implementing the Technological Knowledge (TK) into their teaching and learning process.

1.2 Scope of the Study

This study focused on the EFL pre-service teachers' perceptions of technological knowledge development during field teaching practice in High School. This study examines the perceptions of EFL pre-service teachers' IAIN Kendari of technological knowledge development during their field teaching practice. The researcher limits the broad areas in order to focus on the discussion problems. This study just examines the perceptions of EFL pre-service teachers' regarding the Technological Knowledge (TK) development during field teaching practice. As proposed by Mishra and Koehler (2006) the integration of TPACK focuses on Technological Knowledge (TK), Pedagogical Knowledge (PK), and Content Knowledge (CK). The TPACK framework provides a holistic approach to teacher professional development by recognizing the dynamic interaction between technology, pedagogy, and content knowledge. It emphasizes the importance of considering all three dimensions when designing and implementing technology-enhanced learning experiences. Regarding technological knowledge, this study will focus on how the EFL pre-service teachers' integrate the use of technology into their teaching practice at school and how the technology can support their teaching process. The EFL pre-service teachers' perceptions of technological knowledge development need to be clarified in order to understand the what, how, and what value the teachers need, it is necessary to ascertain the comprehensive and clear competencies.

1.3 Research Question

Concerning the focus of the study that has mentioned above, the researcher formulated research question *“What are the EFL pre-service teachers’ perceptions of Technological Knowledge (TK) development during field teaching practice?”*

1.4 Purpose of the Study

Based on the research background, this present study aims to excavate the EFL pre-service teachers’ perceptions of Technological Knowledge (TK) development during field teaching practice.

1.5 Significance of the Study

The results of this study are expected to enrich the EFL pre-service teachers' knowledge of the TPACK framework in the field of education especially about Technological Knowledge (TK), in order to find out the essence of teaching in the 21st-century. This study is expected EFL pre-service teachers' can hone their Technological Knowledge skills and educate the students in a good way. Moreover, for teacher educators' and teachers, this research will provide an understanding of the EFL pre-service teachers' perceptions of Technological Knowledge development during field teaching practice and the importance of the TPACK framework in the teaching-learning process. In addition, this study will be a reference for universities so that they can apply it as the most important reference in the development of learning on the TPACK framework that is applied in the pedagogy system. Furthermore, this study further explores the EFL pre-

service teachers' perceptions of their Technological Knowledge development through their contribution to the field teaching practice. Moreover, it is hoped that EFL pre-service teachers are able to integrate the use of the TPACK framework especially on Technological Knowledge (TK) in their teaching future.

1.6 Definition of Key Terms

The EFL pre-service teachers' in this study refers to those who are in one sphere such as training or education before taking any particular field of job. EFL (English as a Foreign Language) pre-service teachers' TPACK development is a critical aspect of their preparation for teaching English language learners in diverse educational settings. In the context of TPACK, their development involves integrating technological, pedagogical, and content knowledge specific to teaching English as a foreign language. While, TPACK (Technological, Pedagogical, and Content Knowledge) itself is defined as one model of framework that integrates the three components in it including content, pedagogy and technology knowledge (Mishra & Koehler, 2006). In the TPACK framework, effective teaching with technology occurs at the intersection of these three knowledge domains. Educators who possess a strong understanding of how to integrate technology (TK) with sound pedagogical practices (PK) and deep content knowledge (CK) are better equipped to create meaningful learning experiences for their students. TPACK emphasizes the importance of balancing these three types of knowledge to promote successful teaching and learning in today's digital age. Regarding Technological Knowledge (TK) means the knowledge of how to use digital technologies, including software and hardware

and software program in teaching (Chai et al., 2013). This refers to knowledge about the use of technology, including understanding how to operate various devices, software applications, and digital tools relevant to teaching and learning.

