

CHAPTER I

INTRODUCTION

This chapter discusses about research background, research problems, research objectives, research scope and limitation, research significances, research hypothesis, and definition of the key terms.

A. Research Background

Students who take courses in education must prepare themselves for being a teacher. In all education majors, students not only study for graduation but also they learn for their preparation for teaching practice. Generally, students start learning about teaching practice in the fifth semester. However, some majors start under the fifth semester. In that semester, students learn to teach and make lesson plans as teaching materials, curriculum and material development, and assessment. In assessment, students learn how to assess student work and create assignments based on theory. This is also implemented for students majoring in English. They are also required to prepare all the preparations to become English teachers, especially in teaching English skills to school students. In addition, their competence in time management and technology is also needed to support their success in English learning activities¹.

In the practice of teaching students, they must know how to practice teaching in order to make the class is engaging. Teachers should masters learning models such as traditional learning and modern learning. Traditional learning still uses traditional media such as blackboards and chalk. In traditional learning, teachers are more active than students. However along with the times and technological developments, the learning model has changed into modern learning. In modern learning, the technology media that is used for teaching are whiteboards and markers, LCD, internet, and other supporting facilities. In modern learning, students are more active than teachers. The technology that is used in modern learning can help the teaching and learning process and make it easier for students

¹ Drajadi, Nur Arifah, Lynde Tan, Sri Haryati, Dewi Rochsantiningsih, Hasan Zainnuri. "Investigating English Language Teachers in Developing TPACK and Multimodal Literacy". *Indonesian Journal of Applied Linguistics*. Vol. 7. No. 3. (2018). Pp. 575-582. doi: 10.17509/ijal.v7i3.9806.

to learn, especially to learn the four English skills (reading, writing, speaking, and listening), assessment, and evaluation².

Teachers' pedagogy competence is needed in this process so that students can understand the material by using technology especially in learning English. There are three main roles of teachers. First, the teacher creates the main source that can be understood in the target language. Second, the teacher creates an interesting class so that students feel comfortable following the class. Third, the teacher makes lesson plans on teaching and learning activities by paying attention to the interests and needs of students³. At least, the teacher has knowledge of technology, for example knowing about the basics of computer hardware and software, operating computers, solving technical problems related to software, and knowing new technologies. In the 21st century, teachers must understand learning using technology media, including assessment. The technology used in teaching practice cannot be separated from the pedagogical and content knowledge by the teacher. Pre-service English teachers play an important role in determining the effectiveness of technology in education because teacher ICT knowledge is important in teaching and learning activities⁴.

The potential of ICT in ELT can be realized if English teachers can operate ICT media devices properly with the right integration of technology. Sometimes there are still many pre-service English teachers who still do not understand the use of technology for learning activities. But that does not mean that all pre-service English teachers are completely ignorant of technology issues, they can use mixed learning to solve it⁵. Some are still unable to run the programs provided by the

² Okmen, Burcu, Abdurrahman Kilic. "English Course Teaching Practices". *European Journal of English Language Teaching*. Vol. 3. No. 4. (2018). Doi: 10.5281/zenodo.1312308.

³ Richards, J.C., Rogers, T.S., "Approaches and methods in language teaching: A description and analysis (Second edition)", Cambridge: Cambridge University Press. (2001)

⁴ Kurt, Gokce, Ayse Akyel, Zeynep Kocoglu, Punya Mishra. (2014). "TPACK in practice: A qualitative study on technology integrated lesson planning and implementation of Turkish pre-service teachers of English". *International Association of Research in Foreign Language Education and Applied Linguistics*. Vol. 3. No. 3. (2014). Pp. 153-166. ISSN: 2146-9814.

⁵ Turgut, Yildiz. "A comparison of pre-service, in-service and formation program for teachers' perceptions of technological pedagogical content knowledge (TPACK) in English language teaching (ELT)". *Educational Research and Reviews*. Vol. 12. No. 22. (2017). Pp. 1091-1106. DOI: 10.5897/ERR2017.3311.

technology they cannot master. For example, in making learning animation videos. Not all pre-service English teachers can do that. Instead, they download animated learning videos via YouTube. From here, they have implemented ICT in ELT. However, creativity for pre-service English teachers themselves is still said to be lacking. If they are able to make animated video learning starting from a simple form, it will definitely feel different and in accordance with their pedagogic nature in delivering the material. Because pre-service English teachers who are able to integrate ICT in their pedagogy are seen as competencies that must be mastered in their contribution to working as citizens of globalization⁶.

The combination of ICT with pedagogy and learning content in one integration is called TPACK must be learned by pre-service English teachers when they get an English teaching course and it becomes something which is challenging for them. Learning the components of TPACK is indeed quite difficult for pre-service English teachers, especially those who are still having a little difficulty in mastering technology. This becomes a significant problem if cannot be balance materials and technology at the same time. At least, they know the components of TPACK that can be applied in teaching English. It is hoped that pre-service English teachers can incorporate ICT as an important aspect in the teaching and learning process of English⁷. Efforts to integrate ICT with English learning content need to be developed with the creativity of pre-service English teachers to achieve TPACK success in it.

Pedagogical Knowledge (PK) must be mastered by pre-service English teachers for the first time when they want to teach. This is the basis for pre-service English teachers to start learning activities because here they will determine where the class will be directed in their learning methods. Sometimes there are still pre-service English teachers who are still monotonous in providing learning during teaching practice. Technology comes to provide a variety of learning that is more

⁶ Caena, F., Redecker, C. "Aligning teacher competence frameworks to 21st century challenges: The case for the European digital competence framework for educators (digcompedu)", *European Journal of Education*, vol. 54, no. 3, (2019), pp. 356-369.

⁷ Shahi, D.K., "Teachers' Knowledge about the use of ICT in the ELT Classroom", *AMC Multidisciplinary Research Journal*, vol. 3, no. 1, (2022), pp. 1-11.

fun. But keep in mind that they still have to implement ICT integration when teaching English⁸. This is closely related to Content Knowledge (CK) and Technology Knowledge (TK). Pedagogical knowledge, content knowledge, and technological knowledge are important foundations for achieving the success of TPACK that followed by other components such as Pedagogical Content Knowledge (PCK), Technological Content Knowledge (TCK), and Technological Pedagogical Knowledge (TPK)⁹. So that later a TPACK will be formed which unites all these components.

TPACK components that must be mastered by pre-service English teachers must be implemented in Micro Teaching course. As in previous studies which stated that the success of TPACK pre-service English teachers was seen when they practiced it in Micro Teaching courses¹⁰. In addition, there are various factors that influence it. Like the concept of TPACK as opportunities and challenges¹¹. Opportunities and challenges here are when pre-service English teachers have the opportunity to apply the TPACK they have mastered and there are challenges when practicing it. On the other hand, there are efforts in the form of facilities to implement ICT when practicing English teaching. These facilities are in the form of electronic media in the form of software and hardware¹². In the results, pre-service English teachers are said to be still in the learning stage to teach in Micro

⁸ Bagheri, Mohammad. "Validation of Iranian RFL Teachers' Technological Pedagogical Content Knowledge (TPACK) Scale". *TESL-EJ The Electronic Journal for English as a Second Language*. Vol. 24. No. 2. (2020). Pp. 1-20.

⁹ Saricoban Arif., Irfan Tosuncuoglu, Ozkan Kirmizi. "A technological pedagogical content knowledge (TPACK) assessment of pre-service EFL teachers learning to teach English as a foreign language". *JOURNAL OF LANGUAGE AND LINGUISTIC STUDIES*. Vol. 15. No. 3. (2019). Pp. 1122-1138. ISSN: 1305-578X.

¹⁰ Mariette, Komang Sinta. "Pre-Service English Teacher's Perception and Understanding Toward TPACK Framework During Microteaching Course". *Journal of Educational Study*. Vol. 2. No. 2. (2022). Pp. 151-158. DOI: 10.36663/joes.v2i2.272..

¹¹ Ringotama, Arizalu Arsa. "Pre-Service Teachers' Perception and Vision about TPACK and Its Implementation". *A Journal of Culture, English Language, Teaching & Literature*. Vo. 20. No. 1. (2020). 143-165. ISSN: 2502-4914.

¹² Kusuma, I Putu Indra. "TPACK-Related Programs for Pre-Service English Teachers: An In-Depth Analysis on Efforts and Issues of ICT Integration". *Cakrawala Pendidikan*. Vol. 40. No. 1. (2021). Pp. 183-195. Doi: 10.2183/cp.v40i1.28820.

Teaching courses. However, if the pre-service English teacher has learning experience, it is not difficult to put it into practice¹³.

The learning experience to teach English is indeed an advantage for pre-service English teachers because they already have the experience. In addition, gender and teaching performance also sometimes affect the application of TPACK when practicing in Micro Teaching classes¹⁴. Because in general, men tend to be able to master technology faster than women. Experience in using technology results in understanding the TPACK pre-service English teacher¹⁵. This is because if pre-service English teachers often use technology as access to learning, then in their teaching practice their creativity will emerge so as to make language learning classes more interesting. The practice of teaching pre-service English teachers will show good results if they have a thorough knowledge of TPACK¹⁶. However, in practice, teaching by applying TPACK creates a perception for pre-service English teachers with all the factors as above.

The perception of pre-service English teachers in ICT can have an influence on the integration of ICT in English language teaching such as TPACK. ICT cannot be separated from TPACK which must be mastered by pre-service English teachers. The skills of pre-service English teachers in all TPACK components are needed so that the integration of ICT in English learning can be more optimal. In addition, pre-service English teachers as teachers hope to provide technology learning for their students efficiently. To achieve this, pre-service English teachers must have competence in implementing the use of ICT at an adequate level. The understanding

¹³ Ciptaningrum, Dyah, Nur Hidayanto Putro, Nila Kurnia Sari, Nurqadriyanti Hasanuddin. "Evaluation of learning process: Knowledge of ICT integration among pre-service English language teacher". *REID (Research and Evaluation on Education)*. Vol. 7. No. 1. (2021). Pp. 46-56. Doi: <https://doi.org/10.21831/reidv7i1.30521>.

¹⁴ Alharbi, Abdullah Abdul Muhsen. "The Degree of Teaching Knowledge for Saudi EFL Teachers: An Investigation for Madinah EFL Teachers' Perceptions Regarding TPACK Framework". *English Language Teaching*. Vol 13. No. 20. (2020). Pp. 99-110. Doi: 10.5539/elt.v13n10p99.

¹⁵ Loi, Nguyen Van. "Vietnamese High-School Teachers' Perceptions of TPACK in Teaching English as a Foreign Language". *European Journal of Education Studies*. Vol. 8. No. 4. 2021. Pp. 183-198. DOI: 10.46827/EJES.V8I4.3693.

¹⁶ Saricoban Arif., Irfan Tosuncuoglu, Ozkan Kirmizi. "A technological pedagogical content knowledge (TPACK) assessment of pre-service EFL teachers learning to teach English as a foreign language". *JOURNAL OF LANGUAGE AND LINGUISTIC STUDIES*. Vol. 15. No. 3. (2019). Pp. 1122-1138. ISSN: 1305-578X.

of pre-service English teachers about technology is an interesting discussion regarding teaching practice because the TPACK of pre-service English teachers can develop in accordance with technological developments in teaching and learning English¹⁷.

In addition to the importance of TPACK for pre-service English teachers, there is also technostress that can hinder the maximum implementation of TPACK. However, not all pre-service English teachers feel technostress as long as they can integrate technology and teach English properly and enjoy it. Sometimes there are still teachers who lack technology to integrate into learning¹⁸. It caused that they use too much technology and cannot use technology well. In practice that is often encountered, technostress that is felt by users of technology tools when teaching and learning such as dependence on using technology, the impact on health, the impact on mindset, and becomes a problem if someone has a lack of knowledge about ICT. In addition, technostress can also affect the teacher's learning style¹⁹. Therefore, it is important to know the teacher's pre-service English perception on TPACK and their technostress when teaching internships because these are two things that are interrelated. This can also affect the process of teaching and learning English and its integration with technology.

Knowing the perception of pre-service English teachers in using ICT in ELT is important so that pre-service English teachers can integrate ICT in ELT as the implementation of TPACK and their technostress in English learning, especially for pre-service English teachers at IAIN Kediri. With this, the researcher wrote this study with the aim of knowing the perceptions of pre-service English teachers regarding TPACK knowledge as ICT integration and their technostress in ELT for

¹⁷ Sun, W., Zou, B. "A study of pre-service EFL teachers' acceptance of online teaching and the influencing factors". *LANGUAGE TEACHER EDUCATION AND TECHNOLOGY FORUM*. Vol. 26. No. 2. (2022). Pp. 38-49. ISSN: 1094-3501.

¹⁸ Erdoğan, Erdi, Bülent Akbaba. "The Role of Gender, TPACK, School Support and Job Satisfaction in Predicting the Technostress Levels of Social Studies Teachers". *Education and Science*. Vol. 47. No. 210. (2022). Pp. 193-215. DOI: 10.15390/EB.2022.11183.

¹⁹ Amnah Jameel Abo Mokh, Shaheen Jameel Shayeb, Amjad Badah, Islam Asim Ismail, Yaffa Jumah Ahmed, Laila K. A. Dawoud, and Hanan Essam Ayoub, "Levels of Technostress Resulting from Online Learning among Language Teachers in Palestine during Covid-19 Pandemic." *American Journal of Educational Research*, vol. 9, no. 5 (2021): 243-254. doi: 10.12691/education-9-5-1.

English learning activities especially during teaching internship. Therefore, to find out pre-service English teachers about ICT knowledge, especially in the English teaching department, the researcher conducted a research entitled "THE CORRELATION BETWEEN PRE-SERVICE ENGLISH TEACHERS' PERCEPTION ON TPACK AND THEIR TECHNOSTRESS DURING TEACHING INTERNSHIP OF ISLAMIC HIGHER EDUCATION".

B. Research Problem

This research focuses on the correlation between pre-service English teacher perception on TPACK and their technostress. This is the following question:

Is there any correlation between pre-service English teacher perceive on Technological Pedagogical Content Knowledge (TPACK) and pre-service English teachers' technostress?

C. Research Objectives

This research focuses on the correlation between pre-service English teacher perception on TPACK and their technostress. This is the following research objective:

To find out the correlation between pre-service English teacher perception on Technological Pedagogical Content Knowledge (TPACK) and pre-service English teachers' technostress.

D. Research Scope and Limitation

This research focuses on the correlation between pre-service English teacher of English Department of IAIN Kediri perception on TPACK components such as Pedagogical Knowledge (PK), Content Knowledge (CK), Technological Knowledge (TK), Pedagogical Content Knowledge (PCK), Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK), Technological Pedagogical Content Knowledge (TPACK) and their technostress during implemented their TPACK in internship school.

E. Research Significances

By conducting this research about pre-service English teacher perception of knowledge in ICT and related with their TPACK in major for teaching English, the researcher hopes that the result of this research can be useful and give some

contribution in teaching and learning English especially in development of pre-service English teacher TPACK mastery integrating with ICT in ELT as follows:

1. For The Teacher

For the teacher, this research can help to develop their integration between technology, pedagogy, and content knowledge in teaching and learning English. This research give new inspiration that the important of learning ICT especially in globalization era. From their knowledge about ICT, this can make it easier for teachers in teaching and learning activity and also administration of assessment for students.

2. For Students

For students, this research is important for their knowledge of TPACK and prepares them as pre-service English teachers by applying interesting learning using the right technology.

3. For The Next Researcher

For the next researcher, this research can be reference to conduct new research with same topic in different case about pre-service English teachers' knowledge of ICT and the integration of ICT in teaching English.

F. Research Hypothesis

The researcher sets up the hypothesis of this research. There is hypothesis namely H_a (Alternative Hypothesis) and H_o (Null Hypothesis)

H_a : there is correlation between pre-service English teachers' perception on Technological Pedagogical Content Knowledge (TPACK) and their technostress during teaching internship.

H_o : there is no correlation between pre-service English teachers' perception on Technological Pedagogical Content Knowledge (TPACK) and their technostress during teaching internship.

G. Definition of Key Terms

Based on this research, researcher divided definition of key terms into four key terms as follows:

1. ICT

ICT (Information and Communication Technology) is terminology that covers all information packaged in a communication technology. The integration of ICT in education is important for process the delivery of information and communication especially in learning English.

2. TPACK

TPACK (Technological Pedagogical and Content Knowledge) is a framework for understanding and describing the type of knowledge needed by a teacher to streamline pedagogical practices and understanding concepts by integrating a technology in the learning environment.

3. Pre-service English Teacher

The pre-service English teacher is defined as the student enrolled in a teacher preparation program who must successfully complete degree requirements includes course work and field experience before being awarded a teaching license.

4. Teaching English

Teaching English is skill that being able to mastery by pre-service English teacher.

5. Content Knowledge (CK)

Content knowledge is teachers' mastery in material learning.

6. Pedagogical Knowledge (PK)

Pedagogical knowledge is teachers' knowledge about process and strategies in learning.

7. Technological Knowledge (TK)

Technological knowledge is teachers' knowledge about how to operate technology media.

8. Technological Pedagogical Knowledge (TPK)

Technological pedagogical knowledge is teachers' knowledge about technology digital and knowledge about process and strategy in learning.

9. Pedagogical Content Knowledge (PCK)

Pedagogical content knowledge is the combine of knowledge material with implementing process and strategy in teaching.

10. Technological Content Knowledge (TCK)

Technological content knowledge is knowledge about how to explain material use technology.

11. Technostress

Technostress is one of the stresses caused by technology or someone's discomfort when adapting to technology or being dependent on technology.