

TECHNOLOGY INTEGRATION IN EFL CLASSROOM: AN EXPLORATION OF PRE-SERVICE TEACHERS' PREPAREDNESS AND PEDAGOGICAL EXPERIENCES

THESIS

Submitted in Partial Fulfilment of the Requirement for
Gaining the Bachelor Degree in English Language
Education



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ABSTRACT

Title : Technology Integration in EFL Classroom: An Exploration of Pre-service Teachers' Preparedness and Pedagogical Experiences

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The integration of technology has become one of important things in learning, especially in language learning. However, the preparedness of pre-service EFL teachers to effectively incorporate technology into their teaching practices remains a concern. This study aims to discover pre-service EFL teachers' preparedness in integrating technology in EFL class and to explore the pre-service EFL teachers' pedagogical experiences supporting their preparedness. Employing a qualitative descriptive design, this study involved eight pre-service EFL teachers from an undergraduate English Education Department during their teaching internship at SMPN 23 Semarang. Observation and interview are used in this study as the data collection method then the data were analyzed by data condensation, data display, and drawing conclusion of the data. To ensure the validity of data, this research use methodological triangulation. Findings indicate that participants are

proficient in using various technologies to enhance students' learning. Participants also demonstrate the preparedness in implementing appropriate methods and materials, and also integrating teaching materials into the students' level. This study revealed various pedagogical experiences of pre-service EFL teachers such as, teaching practicum experiences, professional development and also experiences in attending formal class that significantly support their confidence and preparedness to use technology in EFL classroom. In conclusion, this study provide valuable insight for pre-service EFL teachers that can support their preparedness to effectively integrate technology in learning process.

Keywords: Pedagogical Experiences, Pre- service EFL teacher, Preparedness, Technology.

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Finally, the researcher realizes that this thesis is still far from the perfect arrangement. The researcher will happily accept constructive criticism to improve this thesis and hopes this research can be helpful for everyone who needs additional reading related to this research topic.

Semarang, 25 February 2025

The Researcher

A handwritten signature in black ink, appearing to be 'Zahra Zhafira', written over two horizontal lines.

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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا . إِنَّ مَعَ الْعُسْرِ يُسْرًا

“So, surely with hardship comes ease. Surely with ‘that’ hardship comes ‘more’ ease.”

QS. Al-Insyirah ayat 5-6

~

“Don’t live up to other people’s expectations and don’t mind the stares. Be confident in yourself.”

Hoshi, Seventeen

~

“Whatever it goes, just keep going on your goals.”
—Zahra.

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CHAPTER I

INTRODUCTION

A. Background of the Study

In this modern era, technology is one of the important instruments in learning, especially in language learning. Nowadays, most foreign language teachers are using technology tools to support language learning, for example, 88 percent of the language instructors claimed to have used the Internet to look for instructional materials like videos or online textbooks and 87 percent of the language instructors claimed to have uploaded and structured their teaching materials online (Ding et al., 2019).

Technology integration into teaching practices is becoming more and more necessary for English as a Foreign Language (EFL) teachers, especially for pre-service teachers. Consequently, EFL educators are presented with both opportunities and challenges in incorporating technology into their teaching methods. It is expected that today's pre-service teachers will be more equipped than their predecessors to utilize technology in the classroom (Park & Son, 2020). Understanding their viewpoints is crucial as these future educators will play

a vital role in shaping the language learning experiences of the next generation of students.

(Park & Son, 2020) state that studies on pre-service teachers' preparedness for integrating technology as well as the state of teacher education about ICT use must be conducted at the pre-service teacher training level, so that it is important for pre-service teachers to have both pedagogical and technological experiences that will help them in their future teaching roles. Utilizing technology from the fourth industrial revolution in the classroom is crucial to giving students the chance to learn and function in the technological age (Mohamad Alakrash & Abdul Razak, n.d.). In their analysis of 90 relevant research papers published between 2007 and 2016, (Hwang & Fu, 2019) examined the development of collaborative mobile learning across various fields. The development of technology and the higher mobility of humans also impact the world of education.

In Indonesian context, pre-service EFL teachers are expected to have the ability to utilize ICT-based media in their teaching and learning process. Following the COVID-19 pandemic, this expectation has increased even more as a result of a paradigm shift in how things may be done: with the correct technologies, work can be

done from home and learning can take place at any time or place. Online learning has become popular since the COVID-19 pandemic. Many advantages of online learning, of course, it is easier and minimizes cost. However, teachers and students have to prepare technological skill and also devices for conducted the learning (Ardiyansah, 2021). As the result, TELL—technology enhanced language learning—has become considerably more relevant and current.

Future educators must be proficient in a variety of digital technologies and be able to plan and select the best digital resources for their schools. They must also be conscious of the effects that technology has on their students, both good and bad. Teachers must have the complex skills needed to conduct technology in the classroom, as formulated by Krumsvik (2014) who has developed a model of teachers' digital competence.

Research on pre-service teachers' preparedness to use technology in English language instruction has been done. This research finds that pre-service EFL teacher considered themselves to be competent ICT users (Park and Son, 2022). Another research also find that participants were not fully confident with their ability in using ICT to teach English in class (Røkenes &

Krumsvik, 2016). A research also investigates the preparedness of pre-service EFL teacher in using mobile learning in their online teaching practicum during Covid-19 pandemic (Benita Rachmawati et al, 2021). (Ardiansyah, 2021) investigating pre-service teachers' perceived readiness in teaching online in international internship program. (Situmorang, 2020) conducted a research that focuses on the students' voices of the English teachers' technical and digital preparedness in Technology Enhanced Language Learning in the online class during the pandemic. A research also conducted by (Riyanti, 2021) to explore pre-service teachers' experience related to their teaching practicum in the context of online learning. (Khaira, 2019) also examined pre-service EFL teachers' perceived readiness toward technologies.

Most previous research examines pre-service EFL teachers' preparedness in utilizing technology into learning. However, most of studies discuss the preparedness of pre-service teachers in using technology as a learning media in the context of online learning, therefore this study aims to find out the preparedness of pre-service EFL teachers in the use of technology in the

context of offline EFL secondary class during teaching internship.

B. Research Question

1. How is the pre-service EFL teachers' preparedness in using technology in EFL class?
2. What pedagogical experiences that support pre-service EFL teachers' preparedness in using technology in EFL class?

C. Objectives of the Research

1. This study has purpose to discover pre-service EFL teachers' preparedness in integrating technology in EFL class.
2. This study also aims to explore the pre-service EFL teachers' pedagogical experiences supporting their preparedness in integrating technology into EFL class.

D. Significance of the Research

This study is important because it might reveal the difficulties and possibilities that pre-service EFL teachers experience while utilizing technology in teaching language. Through acquiring a deeper understanding of the perspectives and proficiency of aspiring EFL teachers, researcher want to identify the

current deficiencies and opportunities for development in their preparedness for technologically enhanced language learning in the classroom. The result of this study is expected to give contributions for the pre-service EFL teacher, the school, and the future researcher both in theoretical and practical.

1. In theoretical

This research is expected to contribute to the field of English language learning and teaching, especially in the context of EFL learning among universities.

2. In practical

- a. For Pre-service EFL Teacher

The result of this research is expected to give more additional information. Teachers and students may have better language learning and teaching experiences if technology is integrated effectively. The research can offer insights into how to assist and improve teaching practices through appropriate technical tools and tactics by identifying pre-service teachers' preparedness levels and potential technological difficulties.

- b. For School

This research can help build curriculum, professional development efforts, and teacher education programs, which will ultimately lead to more effective language instruction and improve EFL students' language learning experiences.

c. For Future Researcher

This research is expected to be used as a reference for other researchers who will raise relevant topics.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Research

Courses on the use of ICT in language lessons have been included by language teachers in education programs. Recent research has highlighted in the integration of ICT in language programs, particularly focusing on the preparedness of pre-service teachers to incorporate technology into English language learning.

For instance, a study investigated pre-service English teachers' preparedness for CALL in Hongkong in a selected small sample reveals that most of the participants regarded themselves as competent ICT users; however, they did not seem to be motivated to conduct technology-enhanced language learning upon graduation (Park & Son, 2020). Research on Iranian EFL pre-service teachers' obstacles, motivators, and maintenance in a CALL program shows similar results in which the participants were not fully confident in implementing CALL in their classrooms (Fathi & Ebadi, 2020).

Additionally, a case study in Norway investigated post-graduate student teachers' preparedness to teach

English as a second language using ICT, indicating varying levels of mastery and capability among the participants (Røkenes & Krumsvik, 2016). Collectively, these studies underscore a significant gap between self-perceived competence in ICT and the actual willingness and confidence to utilize technology effectively in language teaching.

Another research found in the United Arab Emirates, pre-service EFL teacher indicate that they needed to be taught more about how to conduct their learning with technology (Mohebi & David, 2019). Moreover, results indicated that the most significant factor that influenced the acquisition of knowledge and skills regarding information and communication technology integration in the classroom was practical experiences in schools.

A study was also conducted in international internship program during online meeting. This study investigates nine students of English Education Department of a University in Gresik, who joined international internship program (4th batch) (Ardiyansah, 2021). The results of this study are explained in 4 indicators, namely pre-service teachers were provided with proper technical equipment and

they are also equipped with qualified technical skills to teach online; from the experience gained in teaching online and online learning obtained from the university, pre-service teachers believe that they are confident in their ability to teach online; despite some common problems in online learning, pre-service teachers are ready with various interactive methods as solutions to overcome problems that will occur during the online learning process; and pre-service teachers are committed that they can manage their time management in online learning and are able to provide a quality interaction process.

This study examines the pre-service teachers' perceived readiness in teaching online during the international internship programs. It can be concluded that pre-service teacher perceived readiness is important in teaching-learning process. This finding revealed that most pre-service teachers that join the international internship programs were ready for integrate technology in their online teaching.

Supporting what have been done by (Ardiyansyah, 2021), a survey was carried out in one of universities in Indonesia. This study aimed to determine the level of EFL pre-service teachers' readiness and the relationship

between technology and readiness for EFL pre-service teachers in online learning during the pandemic (Rafiq et al., 2022). This study found that EFL pre-service teachers demonstrated high-level of readiness to use technology in online classrooms during the pandemic.

(Sun et al., 2017) found that in the College of Education of a Midwest University, investigated 68 pre-service teachers from fifteen different education majors. This study examines pre-service teachers' experience related to their individual change in readiness for utilizing technology during teaching students and aspects of teaching experiences that influence the use of pre-service teachers' technology during their teaching process. The result revealed significant progress in pre-service teachers' readiness for technology integration during student teaching.

Focus group discussions have been conducted in research at a developing university in the Eastern Cape Province of South Africa. This study aimed to explore pre-service English teachers' readiness to teach using technology during teaching practice (Chisango & Marongwe, 2022). The result revealed most pre-service English teachers indicated limited readiness to use technology in the classroom such as inadequate digital

skills, lack of confidence, and lack of practice with technology due to previous training focused on traditional teaching methods before the pandemic.

In Indonesian context, a mixed-method study was conducted to investigate pre-service English language teachers' sense of preparedness for teaching with using technology (Tutyandari, 2022). As the result, this study revealed that pre-service English language teachers' level of preparedness varied according to their teaching assignment. According to the study, the task of technological integration obtained the highest ranking. It implied that participants feel comfortable in using technology in their teaching practices. However, their overall sense of preparedness demonstrated lower confidence.

2.2 Literature Review

2.2.1 Technology in EFL Class

Language learning has become an essential part of human communication and education. Technology's rapid advancement has significantly impacted about how language is taught and learned. Technology Enhanced Language Learning become a crucial issue in research in the scope of language education for many years (Tu et al., 2020). The

development of Technology has changed our views on what EFL education should cover in 21st century (Park & Son, 2020). Technology has an important role in EFL classroom. Utilizing technology from the fourth industrial revolution in the classroom is crucial to giving students the chance to learn and function in the technological age (Mohamad Alakrash & Abdul Razak, n.d.).

Developments in technology and increased human mobility have an effect on the educational field as well (Rachmawati et al., 2021). In their analysis of 90 relevant research papers published between 2007 and 2016, (Hwang & Fu, 2019) examined the development of collaborative mobile learning across a range of fields. Technology Enhanced Language Learning can help students improve their listening, reading, speaking, and writing abilities in the English language (Jakob & Afdaliah, 2019). Technology use in the classroom has the potential to improve attitudes in both teachers and students (Jiang et al., 2021). Technology can be used in almost all areas of language education (Ghanizadeh et al., 2015). By utilizing the use of technology, a comfortable atmosphere for language learning will be created for

students (Shadiev & Yang, 2020). Utilizing ICT in learning are able to indirectly foster students' interest in learning material through the media that used by teacher (Yusrizal et al., 2019).

Despite the benefits, Technology Enhanced Language Learning (TELL) also faces several challenges and limitations. One of challenges defined that students' cognitive thinking potential is limited while they rely too much on technology, such as they instantly searching, clicking, and completing tasks as fast as they can and they prefer to avoid increasing thinking, problem solving and information discovery during learning process (Chau Thuc Ho Chi et al., 2021). This suggests that students should be aware of their own limitations when utilizing technology, even it is very close to them (Iberahim et al., 2023). Technology is used to help students in acquiring language so that they can make significant progress, but they should not devote all their time to it.

In addition, the technologies used in language learning and teaching are developing so quickly that we need to be able to keep up with their applications and developments. Certain technologies become outdated and are not being utilized again, and it is

necessary to analyze the technologies used in language learning and instruction on a more frequently (Shadieff & Yang, 2020). It is important that both teachers and students have a basic understanding of computers and technology before incorporating them into language teaching and learning activities.

2.2.2 Pre-service EFL Teachers' Preparedness for Technology Integration

Schools must make sure that their teachers are capable of incorporating technology into the curriculum if they are to meet educational goals in the digital age. (Park & Son, 2020) state that studies on pre-service teachers' preparedness for integrating technology as well as the state of teacher education about ICT use must be conducted at the pre-service teacher training level, so that it is important for pre-service teachers to have both pedagogical and technological experiences that will help them in their future teaching roles. In order to improve their instruction and help their students' language acquisition down the road, EFL pre-service instructors are also expected to be proficient in using technology.

For pre-service teachers, Technological Pedagogical and Content Knowledge (TPACK) can serve as an initial basis of understanding for their preparedness to incorporate ICT into their classroom (Mishra & Koehler, 2006). Besides that, the integration of technology will be successful depends on the role of the teacher, as teachers' beliefs and experiences influence how they implement technology in the classroom (Putri et al., 2022).

Every EFL pre-service teacher must have an appropriate skill to integrate teaching with TELL. As stated by Krumsvik (2016), there are a model of teachers' digital competence. According to the model, digital competence has four core components:

1. Basic digital skills

This component includes the fundamental use of ICT for communication and leisure (music, news, social media access), as well as the fundamental use of office and administrative software and instructional aids (office tools, LMS) (Røkenes & Krumsvik, 2016).

2. Didactic ICT competence

According to Røkenes & Krumsvik (2016), this component refers to "reflective pedagogical use and seamless integration of ICT in subject disciplines," which includes using a variety of digital tools that are pertinent to teaching languages (Røkenes & Krumsvik, 2016).

3. Learning Strategies

This element refers to the "knowledge of how to scaffold students' development of learning strategies, knowledge construction, and metacognition with ICT" that teachers possess (Røkenes & Krumsvik, 2016).

4. Digital Building

Digital building is associated with teachers' awareness of the social and economic effects of ICT as well as the ethical issues surrounding its use in the classroom. This element also has connection with how educators help students utilize technology in the classroom morally and reduce its negative effects (cyberbullying, plagiarism, invasions of privacy, etc.) (Røkenes & Krumsvik, 2016).

The use of technology in learning raises several problems in the practice. One problem is that teachers are still not well-trained or prepared to use technology, particularly in the context of online learning in Indonesia (Atmojo & Nugroho, 2020). In order to successfully integrate technology into the learning, future teachers must be properly trained and prepared. In line with (Liza & Andriyanti, 2020) statement that teachers' constraints to deal with digital literacy in English teaching process can be reduced if pre-service teachers or students of English Education study program are well-equipped with digital literacy skills. Therefore, it is crucial to examine pre-service EFL teachers' preparedness in utilizing technology into their teaching and learning foreign language.

2.2.3 Pedagogical Experiences

Pedagogical experience can be defined as the kind of activities that students are involved in the educational process (Koteva-Mojsovska & Bancotovska, 2015). Students' activities are organized and systematized according to previously prepared plan. Pedagogical experience includes the involvement of students in the organization and

implementation of regular lessons or educational activities in the partner institution.

The experience is implemented in order to complete the process of practical training, with appropriate involvement in the educational activities of the school (Koteva-Mojsovska & Bancotovska, 2015). During the pedagogical experience, students are included in all educational activities, such as the various sections, parent meetings, events, organizing leisure activities, lessons and so on. During the pedagogical experience, students develop different kinds of skills such as an observation, thinking, understanding, planning, reflection, discussion, evaluation, etc.

Pedagogical experiences encompass a wide range of practices, theories, and reflections that shape how teachers and learners engage with the language. Pre-service teachers are encouraged to reflect on their teaching practices, student interactions, and learning outcomes.

Pedagogical practicum is considered as an opportunity to elaborate and improve the knowledge that pre-service language teachers have processed in the educational process (Nguyen, 2014). Pedagogical

practicum is also a learning moment for pre-service teachers. Therefore, pre-service teachers' various pedagogical experiences are crucial in supporting their preparedness to integrate technology into their learning.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

A qualitative design was adopted in this research. Qualitative research begins with assumptions and the use of interpretive and theoretical frameworks that inform the study of research problems relating to the meanings that individuals or groups give to social or human problems (Creswell, 2012). The researcher conducted descriptive qualitative as the method of in this research.

In descriptive qualitative research, data collection is often focused on determining the who, what, and where of events or experiences as well as their basic nature and structure (Sandelowski, 2000). The researcher adopts a descriptive qualitative design which can be seen as a suitable approach to describe the observation data relating to pre-service EFL teachers' preparedness in utilizing technology in the classroom.

B. Participants

The participants were eight pre-service EFL teachers in an undergraduate English Education Department. All participants have practiced a teaching

practice using ICT-based media which is the main criteria for this study. All research participants hold a bachelor's degree from an undergraduate university. Every participant has completed their teaching practicum in the same background in language learning. Each participant also has a different level of ability to use technology.

C. Setting

1. Place of the Research

Data collection in this study was carried out at SMPN 23 Semarang as the part of collaboration with Walisongo State Islamic University.

2. Time of the Research

Data collection in this study was carried out during teaching internship (PLP 2) and carried out for around 12 days from 14th – 29th of October 2024.

D. Method of Collecting Data

1. Observation

The data collection in this study is based on a descriptive qualitative design using observation. This method is used to answer the first research question regarding pre-service EFL teachers' preparedness in utilizing ICT in language learning. The researcher was observed directly in each class

taught by each pre-service teacher. Observation in this research is used as the primary method for gaining data on their preparedness.

2. Interview

After collecting data regarding pre-service EFL teachers' preparedness through observation, the researcher conducted a semi-structured interview to provide additional data for this study. This interview is aimed in answering the second research question regarding pre-service EFL teachers' pedagogical experiences supporting their preparedness in using ICT in language learning.

According to (Best & Kahn, 1998), interviews are the most suitable means of communicating thoughts, deeds, and attitudes regarding pre-service teachers' preparedness. (Sun et al., 2017) and (Park & Son, 2020) previous studies provided the basis for the questions modified for this interview.

E. Data Validity

Data validity can be defined that the researcher employs certain techniques to verify the accuracy of findings (Creswell, 2014). The researcher used methodological triangulation to ensure the validity of

the data. This triangulation was used to validate the data on pre-service EFL teachers' pedagogical experience supporting their preparedness in using technology in language learning. Data was collected through observation. Some data was not found during observation, so the researcher needed to confirm the participants through interviews.

F. Instrument

1. Observation Guide

This observation guide shows the points of pre-service EFL teachers' preparedness when implementing technology in language learning. It is important to know how prepared teachers are to implement technology into their learning. The guide can be seen in *Appendix 4*.

Table 3.1 Lattice of Instrument of Pre-service EFL Teachers' Preparedness in Using Technology in EFL Class. Adapted from "Teacher Quality: A Report on the Preparation and Qualifications of Public-School Teachers" (Statistical Analysis Report U.S. Department of Education) (Lewis, 1999).

Variable	Indicators
Pre-service EFL Teachers' Preparedness	The method used is appropriate with learning materials and the implemented technology.
	Integrate educational technology into the taught material
	Integrate educational technology into the students' grade
	The technology used engages students' learning.
	The technology used facilitates students' understanding.

For the complete instrument, see *Appendix 4*.

2. Interview Guide

This interview guide includes open-ended questions that encourage participants to share their experiences in supporting pre-service teachers' preparedness when using technology in their learning. Researchers also take notes and audio-recorded during the interviews to ensure accurate data capture and enable a more detailed data

analysis. The guide can be seen in *Appendix 5*. The instruments that researcher used for the interviews as follows.

Table 3.2 Lattice of Instrument of Pre-service EFL Teachers’ Pedagogical Experiences. Adapted from “Language Teacher Education 2016” (Reconceptualizing the Knowledge-Base of Language Teacher Education, Freeman 1998) (Johnson, 2016).

Variable	Indicators
Pedagogical Experiences	Teaching practicum experiences.
	Self-reflection and professional growth.
	Professional development: participation in workshops, seminars, and ongoing education related to EFL teaching.

For the complete instrument, see *Appendix 5*.

G. Method of Analyzing Data

The researcher used the data analysis technique by Miles and J. Saldana that involved three steps that occur simultaneously (Miles et al., 2014).

1. Data Condensation

Data condensation is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in a way that ‘final’ conclusions can be drawn and verified. As data collection proceeds, the further step of data condensation occurs: writing summaries, coding, developing themes, generating categories, and writing analytic memos. The data condensing/transforming process continues after the fieldwork is over, until a final report is completed.

2. Data Display

This is the process of organizing data into a compressed assembly that can be used to conclude. Data can be displayed in the form of tables, graphs, charts, or matrices.

3. Drawing Conclusion

This is the final step in the data analysis process. Conclusions are also verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the researcher’s mind

during writing, with a short excursion back to the field notes; or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop “intersubjective consensus” or with extensive efforts to replicate a finding in another data set.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the findings and analysis of the research conducted to investigate pre-service EFL teachers' preparedness and pedagogical experiences in utilizing technology in the classroom. The data collected through classroom observations and interviews will be analyzed to gain insights into their preparedness, knowledge, skills, and attitudes toward technology as well as the challenges and opportunities they encounter in implementing technology in their classroom.

A. Findings

1. Pre-service EFL teachers' Preparedness in Using Technology in EFL Class

Teachers' preparedness is essential for ensuring quality education and student learning program outcomes. Teachers' feelings of preparedness may indicate the extent to which their training prepares them to meet many challenges. Teachers' preparedness influenced by various factors, as stated by Laurie Lewis, in 'Teacher Quality: A Report on the Preparation and Qualifications of Public-School Teachers', 1999

such as maintain order and discipline in the classroom, implement new methods of teaching (e.g., cooperative learning), use student performance assessment techniques, integrate educational technology into the grade of subject taught, and address the needs of students with limited English proficiency or from diverse cultural backgrounds.

Based on those statement, the researcher concludes five components of factors that influenced pre-service teachers' preparedness in the context of EFL teachers in utilizing TELL.

- a) The preparedness in using methods and implementing technology.
- b) The preparedness in integrating educational technology into the taught material.
- c) The preparedness in integrating teaching material into the students' level.
- d) The preparedness in using technology to facilitate students' understanding.

These data of the study were obtained from observations by the researcher related to pre-service EFL teachers' preparedness in using technology into their teaching and learning process in the classroom.

a. The Preparedness in Using Methods and Implementing Technology

In the field of EFL education, the preparedness of pre-service teachers to effectively utilize diverse teaching methods and integrate technology is crucial for fostering successful language learning experiences. This sub-chapter, focuses on the essential skills and knowledge that future EFL educators must develop to navigate the complexities of modern classrooms, where technology plays an increasingly significant role.

This study explores the various dimensions of preparedness for pre-service EFL teachers, emphasizing the importance of comprehensive teacher education programs that equip them with both theoretical knowledge and practical skills. The table below provides an explanation of what learning methods and technologies that implemented by pre-service EFL teachers in their learning. The researcher used some codes in the table as a representative signs of the result of observation conducted by the researcher in the classroom. The code ‘O’

means as an observation data, code 'A' means as an indicator for preparedness in using methods and implementing technology, code '1' stands for items of question, and then code 'P1-P8' stands for participant 1 until participant 8. *See appendix 10.1 for the complete table of the preparedness in using methods and implementing technology.*

The researcher observed the methods used by the participants. Almost all participants use methods that in accordance with the learning materials and the technology implemented. Some of the participants used problem-based learning method in the beginning to deliver the material. The use of problem-based learning becomes the right method in delivering material because by using this method the material can be delivered properly. Problem-based learning provides the right steps in delivering material to increase students' understanding.

By integrating educational technology with this method, it can be seen that students became more interested during the learning process. However, participant 6 and 7 didn't use the

appropriate method. When the researcher observed into their class they were not explaining the material but they only gave some exercise to the students. Participant 6 and 7 used Ed-Bot AI to give quizzes for the students. With the use of this educational technology, students seem more interested in doing the exercises.

b. The Preparedness in Integrating Educational Technology into the Taught Material

Integration of educational technology has become a fundamental aspect of effective teaching and learning. This chapter explores the essential competencies that pre-service EFL teachers must develop to successfully incorporate technology into their instructional practices, to enhance the learning experiences for their students.

The preparedness of pre-service EFL teachers in integrating technology into the taught material consist of two sub-indicator namely, the preparedness in using educational technology to facilitate students' learning and the preparedness in using educational technology in integrating teaching material.

- 1) Pre-service EFL teachers' preparedness in using educational technology to facilitate students' learning

Educational technology was important, especially to facilitate students' learning. This research focused on the technology that influences students' learning development. Pre-service EFL teachers must be good at exploring the essential skills and knowledge that must be developed to utilize educational technology effectively. With interesting material visualization and integrated with many kinds of technology, can make students more interested in learning.

This sub-chapter aims to highlight the importance of preparedness in this area, emphasizing how teachers using these educational technologies can facilitate engaging, interactive and effective learning environments that can meet the diverse needs of students. The existence of educational technology that can facilitate student learning also indicates that pre-

service EFL teachers are certainly proficient in using and operating educational technology properly.

The researcher used some codes in the table as a representative signs of the result of observation conducted by the researcher in the classroom. The code 'O' means as an observation data, code 'B' means as an indicator for preparedness in integrating educational technology into the taught material, code 'D' as an indicator for the use of educational technology engages students' learning, code '1-3' stands for items of question, and then code 'P1-P8' stands for participant 1 until participant 8. *See appendix 10.2 for the complete table of pre-service EFL teachers' preparedness in using educational technology to facilitate students' learning.*

It can be seen that participant 1 used Quizizz website to give practice to the students. She was also skilled in operating laptop and the Quizizz website. By using the Quizizz website, students become more

interested in doing the exercise given by the teacher. Participants 2, 3, 4, 5, and 8 used PowerPoint displayed on LCD to deliver their materials. Most of them also used YouTube as a learning video. Learning videos could make the students more interested in the learning process.

It seems that the use of educational technology can facilitate students in their learning experience. They become more active in learning, and the learning environment becomes more interactive between students and teachers. From the table above, it can also be seen that pre-service EFL teachers are skilled in using educational technology, because the integration can facilitate students' learning. As the researcher observe in their classroom, all of pre-service teachers are proficient in to operate various kinds of technology in the classroom.

2) Pre-service EFL teachers' preparedness in using technology in integrating teaching material

Preparedness in using educational technology in integrating material examines the essential competencies that future EFL educators must develop in order to effectively incorporate technology into instructional practices and materials integration. In this study, the researcher find out whether the pre-service EFL teachers really integrated the material taught with the educational technology used appropriately.

The table below presents the observation data that has been conducted by the researcher. The researcher used some codes in the table as a representative signs of the result of observation conducted by the researcher in the classroom. The code 'O' means as an observation data, code 'B' means as an indicator for preparedness in integrating educational technology into the taught material, code '4' stands for items of question, and then code 'P1-P8' stands for

participant 1 until participant 8. *See appendix 10.3 for the complete table of the use of educational technology in integrating teaching material.*

All participants integrated technology in their learning. All of them were also skilled in utilizing educational technology. The researcher found various educational technology used by pre-service EFL teacher in delivering their materials. Learning video also provided explanations and examples of the material. Participants 6 and 7 used Ed-Bot AI in their classrooms to give the students exercises regarding material that had been taught in the previous meeting.

The use of Ed-Bot AI could make students more interested in doing exercise. The students seemed to enjoy doing the exercise. As the researcher observed in the classroom, pre-service teachers have prepared to integrate the educational technology with their teaching material. Various technology that used by pre-service

EFL teachers have provided appropriate material.

c. The Preparedness in Integrating Teaching Material into the Students' Level

As a pre-service EFL teacher, the ability to effectively integrate teaching materials that align with students' grade levels is a fundamental skill to ensure that their instructional materials are not only appropriate but also engaging and effective for their diverse learners. This sub-chapter aims to highlights the suitability of the material in the educational technology delivered to students with students' grade level.

The table below presents the preparedness of pre-service EFL teachers to integrate their teaching material into the students' level. The researcher used some codes in the table as a representative signs of the result of observation conducted by the researcher in the classroom. The code 'O' means as an observation data, code 'C' means as an indicator for preparedness in integrating educational technology into the

students' grade level, code '1' stands for items of question, and then code 'P1-P8' stands for participant 1 until participant 8. *See appendix 10.4 for the complete table of the preparedness in integrating teaching material into the students' level*

The researcher found that all participants integrated material into the students' grade level, and the use of educational technology was appropriate for the students' grade level. Students seemed familiar with the educational technology that was integrated by the teacher. For example, the teacher used simple educational technology like PowerPoint, Quizizz website, YouTube, and Ed-Bot AI for junior high school students. With the use of this kind of educational technology, students didn't find it difficult to use or apply it. Students also felt familiar with this type of educational technology. It seems that the material provided by the teacher through educational technology is in accordance with the material that should be taught at each level.

d. The Preparedness in Using Technology to Facilitate Students' Understanding

The preparedness in using technology to facilitate students' understanding is a crucial competency for pre-service English as a Foreign Language (EFL) teachers, as it directly impacts their ability to create engaging and effective learning environments. Pre-service EFL teachers must be equipped with the skills to facilitate students' understanding by using technology effectively, such as integrating multimedia resources, interactive applications, and online collaboration platforms into their lessons. This sub-chapter aims to find out whether the technology media used by the teacher can facilitate students' understanding and also whether students' responses show that they understand the material that the teacher has delivered.

The table below provides the use of educational technology by pre-service EFL teachers to facilitate students' understanding. The researcher used some codes in the table as a representative signs of the result of

observation conducted by the researcher in the classroom. The code 'O' means as an observation data, code 'E' means as an indicator for the technology used facilitates students' understanding, code '1-2' stands for items of question, and then code 'P1-P8' stands for participant 1 until participant 8. *See appendix 10.5 for the complete table of the use of educational technology in facilitating students' understanding.*

It can be seen that in delivering the material, the teacher uses a variety of technological media. To increase students' understanding, teachers also provided concrete examples in each material taught through the technological media used. Not only that, the teacher also provided learning videos related to the material being taught to increase student understanding and also make learning more interesting.

The table also showed that students' responses indicated that they understood what had been conveyed by the teacher. As the researcher observed in the classroom, students are seen to be able to answer questions asked by

the teacher related to the material that has been taught.

2. Pre-Service EFL Teachers' Pedagogical Experiences Supporting Their Preparedness in Integrating Technology into EFL Class

Pre-service EFL teachers frequently have a variety of pedagogical experiences that significantly influence their preparedness to integrate technology into English as a Foreign Language (EFL) classes. These experiences, which may include hands-on training, workshops, and collaborative projects, provide aspiring educators with critical skills and confidence in using digital tools and resources.

By engaging in practical applications of technology, such as using language learning apps, online collaboration platforms, and multimedia presentations, pre-service teachers develop a deeper understanding of how to enhance student engagement and facilitate interactive learning environments. Pre-service EFL pedagogical experiences were divided into these components, as follows.

a. Teaching Practicum Experiences

The teaching practicum experience is an important component of teacher education, providing pre-service teacher with the opportunity to apply theoretical knowledge in a real classroom setting. During this phase, pre-service EFL engage directly with students, navigate the complexities of lesson planning, and develop their instructional skills.

1) Pre-service EFL teachers' teaching experiences

This sub-chapter, delves into the critical phase of teacher preparation where aspiring educators transition from theoretical knowledge to practical application in real classroom settings.

This sub-chapter aims to explore the diverse teaching experiences of pre-service EFL teachers, highlighting the insights gained from their interactions with students, and the broader educational environment.

The table below provide various teaching experiences of pre-service EFL

teachers. The researcher used some codes in the table as a representative signs of the result of interview conducted by the researcher. The code 'I' means as an interview data, code 'A' means as an indicator for teaching practicum experiences, code '1-2' stands for items of question, and then code 'P1-P8' stands for participant 1 until participant 8. *See appendix 10.6 for the complete table of pre-service EFL teachers' teaching experiences.*

Teachers have various experiences in teaching and also some specific online tools used by them. All of them also have taught a real EFL class during their teaching internship. Teacher 1 has experience in teaching but only limited to teaching to complete college assignments, as well as teachers 2 and 3 who have teaching experience but do not teach real students. Teachers 4, 5, 7, and 8 have the same teaching experience, namely having taught in microteaching classes during lectures. While teacher 6 besides having teaching

experience during college courses, he also has experience teaching English lessons.

Online tools used by teachers also vary. Teachers 1 and 3 explained that they use PowerPoint to deliver material and also use quizizz to give quizzes for students. While teacher 2 besides using PowerPoint, she also uses web spinner to divide the study group. Teachers 4, 5, 6, 7 and 8 used almost the same online tools, including: PowerPoint and canva to deliver the material, then they also use quizizz, quizlet, kahoot, and wordwall to give quizzes to students, and also they use youtube to display learning videos related to the material taught.

The teaching experience of these pre-service EFL teachers is very helpful in conducting teaching practicum, because with the teaching experience they will be familiar with the classroom conditions and also they will be more prepared in dealing with diverse classroom situations. The online tools used by these teachers also

greatly support their preparedness in using technology in their teaching practicum.

- 2) Pre-service EFL teachers' attitudes towards the use of online tools or resources in their teaching experiences

The attitudes of pre-service English as a Foreign Language (EFL) teachers towards the use of online tools and resources play a crucial role in shaping their teaching practices and overall effectiveness in the classroom. This attitude can be influenced by the challenges and obstacles faced by teachers when using online resources in the classroom. With various obstacles and feelings felt by teachers, it certainly affects different attitudes.

In this study, the researcher explored the attitudes of pre-service EFL teachers when encountering barriers when using online resources in the classroom.

The table below shows the feelings felt by teachers, the barriers faced, and the attitudes of teachers after experiencing

barriers that occur in the classroom. The researcher used some codes in the table as a representative signs of the result of interview conducted by the researcher. The code 'I' means as an interview data, code 'A' means as an indicator for teaching practicum experiences, code '4-6' stands for items of question, and then code 'P1-P8' stands for participant 1 until participant 8. *See appendix 10.7 for the complete table of pre-service EFL teachers' attitude toward their teaching practice experiences.*

It can be seen that each pre-service EFL teacher has different feelings regarding the use of online resources in the classroom. In using them, teachers have different barriers. The different barriers will lead to different attitudes. Most of them were satisfied with the use of technological media in the classroom. They explained that the use of technological media is very easy for learning and very helpful in making the classroom environment interesting and interactive. However, pre-service EFL

teachers 2 and 4 initially found it difficult to use the new technology media, but after they explored more in using the technology they found it easy and satisfied with the results.

Participants also encountered various obstacles that occurred when integrating technology into learning. Most of them encountered obstacles such as technical problems, inadequate internet, and website errors. The obstacles faced by pre-service EFL teachers affect their attitude in using technology media in learning. Most of them explained that with the obstacles that occur they will see first whether the obstacles last long or not. If the obstacle takes a long time, then pre-service EFL teachers will stop using the technology media and replace it with other media or other methods.

- 3) Pre-service EFL Teachers' confidence regarding their ability to use technology in the classroom

Pre-service EFL teachers' confidence in their technological abilities is an important factor that can affect their teaching effectiveness in the classroom. In this study, the researcher investigated the pre-service EFL teachers' level of confidence in integrating technology into their learning.

The table below shows the various levels of pre-service EFL teachers' confidence when using technology in the classroom. The researcher used some codes in the table as a representative signs of the result of interview conducted by the researcher. The code 'I' means as an interview data, code 'A' means as an indicator for teaching practicum experiences, code '8' stands for items of question, and then code 'P1-P8' stands for participant 1 until participant 8. *See appendix 10.8 for the complete table of pre-service EFL teachers' confident level of their*

ability in integrating technology during teaching practicum

It can be seen that pre-service EFL teachers have various levels of confidence. Most of them feel quite confident when using technology in the classroom. However, there were some teachers who were specific about their level of confidence.

Teacher 2 explained her level of confidence in using technology at 80%. While teacher 4 and teacher 8 defined their confidence level at 50%. In contrast, teacher 5 is not confident in his ability because he still feels confused in operating new technology or online resources.

The researcher has observed pre-service EFL teachers teaching in the classroom. According to the observations, it appears that they are quite confident in their ability to use technology in their teaching. However, there were some teachers who were less

confident in their ability to use technology. It can be seen that they sometimes feel a little confused when there is an obstacle in using online resources or technology in the classroom. However, all pre-service EFL teachers were able to handle the disruptions that occurred in the classroom.

b. Self-reflection and Professional Growth

Self-reflection is a critical component of professional growth for pre-service EFL teacher, serving as a powerful tool for enhancing teaching practices. By engaging self-reflection, pre-service EFL teacher can critically assess their teaching practices, identify strengths and area of improvement, and set meaningful goals for their professional development.

This process encourages them to analyze their instructional strategies, classroom management techniques, and interactions with students which ultimately leads to a deeper

understanding of their impact on student learning. Through this self-reflection and professional growth, pre-service EFL teachers can develop the skills and confidence needed to become educators who can create effective learning environments.

In this study, the researcher sought to find out what ways pre-service EFL teachers reflect to support their professional development in the context of using technology in classroom learning. The table below presents pre-service EFL teachers' reflection and professional growth. The researcher used some codes in the table as a representative signs of the result of interview conducted by the researcher. The code 'I' means as an interview data, code 'B' means as an indicator for self-reflection and professional growth , code '1' stands for items of question, and then code 'P1-P8' stands for participant 1 until participant 8. *See appendix 10.9 for the complete table of teachers' reflection and professional growth*

From the table above, it can be seen that teachers reflect on their learning in various

ways. Most of them reflect on the shortcomings of the learning that has taken place. As stated by teacher 3, he will reflect on less than optimal learning related to integrating technology and then the teacher will study it again so that it does not happen in the next meeting.

Participants also explained that they will reflect on their learning by taking notes and evaluating the meeting that day. They also explained that they find out more about the latest technology to increase their knowledge and can also be used in the next meeting as a variety of learning media.

c. Professional Development: Participation in Workshops, Seminars, and Ongoing Education related to EFL Teaching

Professional development for pre-service EFL teachers is essential for fostering effective teaching practices and enhancing student learning outcomes. EFL teachers must engage in continuous training and professional growth to remain effective and responsive. Participating in workshops and seminars allows EFL teachers to

explore the latest teaching methodologies and educational technologies.

1) Teachers' experiences in formal education

In the context of EFL education, teachers' experiences in formal education play a very important role in supporting their preparedness to integrate technology in the classroom effectively. These experiences encompass not only their academic training but also their exposure to diverse teaching methodologies and cultural contexts. Additionally, practical components such as teaching practicums and peer collaborations allow them to translate theory into practice, honing their skills in real-world settings.

In this study, the researcher sought to find out what formal education that pre-service EFL teachers attended to support their preparedness to teach effectively in the classroom. The table below provides various experiences of pre-service EFL teachers in formal education. The

researcher used some codes in the table as a representative signs of the result of interview conducted by the researcher. The code 'I' means as an interview data, code 'C' means as an indicator for professional development, code '1' stands for items of question, and then code 'P1-P8' stands for participant 1 until participant 8. *See appendix 10.9 for the complete table of pre-service EFL teachers' experiences in formal education*

From the table above, it can be seen that pre-service EFL teachers have almost the same formal education experience. Most of them have taken microteaching classes that learn about how to teach EFL learners in college. To support their knowledge of technology integration, they attended TELL and ICT-based courses. The formal education followed by pre-service EFL teachers can increase their knowledge about technology-integrated learning.

2) Pre-service EFL teachers' participation in seminars or workshops

Participation in seminars and workshops is an important aspect of professional development for pre-service EFL teachers, providing them with opportunities to improve their pedagogical skills and expand their understanding of the use of technology in teaching practice. These activities can serve as a platform for educators to interact with professional resource persons and also explore innovative technologies or online resources that can be applied in the classroom.

In this study, the researcher sought to find out whether pre-service EFL teachers had attended seminars or workshops related to integrating technology in the classroom. The table below shows the participation of pre-service EFL teachers in seminars or workshops. The researcher used some codes in the table as a representative signs of the result of interview conducted by the researcher. The code 'I' means as an

interview data, code 'C' means as an indicator for professional development, code '2' stands for items of question, and then code 'P1-P8' stands for participant 1 until participant 8. *See appendix 10.11 for the complete table of pre-service EFL teachers' participation in seminars or workshops.*

All of the participants have never take seminars or workshops related to the integration technology into the learning, but participants just used YouTube for searching up about tutorial relating to the technology-based media. Although all the pre-service EFL teachers had not attended any seminars or workshops, as far as the researcher observed their teaching practices in the classroom, they seemed to be quite proficient in using technology in learning.

B. Discussion

This discussion chapter will discuss the pre-service EFL teacher's preparedness in using technology in EFL class and explain pre-service EFL teacher's pedagogical

experiences supporting their preparedness in using technology.

1. Pre-service EFL teachers' preparedness in using technology in EFL class

All participants have prepared in integrating technology into their learning process during their teaching internship. Most of pre-service EFL teachers employed problem-based learning as an effective method for delivering material. The integration of digital media in problem-based learning for EFL classes has been shown to enhanced students' critical thinking because students primarily learn by constructing knowledge and meaning through repetitive questioning, active learning, reflecting, and sharing (Blumenfeld et al., 1991).

Pre-service EFL teachers use technology in their learning process. The integration of technology, such as Quizizz, PowerPoint, and YouTube, was found to be appropriate and enhanced students' learning experience. Technology integration enhances the students' learning experience by personalizing education, providing access to a multitude of information, and

encouraging collaboration (Hussain et al., 2024). Online learning platforms and educational software enable customized learning paths, accommodating diverse learning styles and paces, and encouraged students to participate actively in discussion. In addition, digital resources facilitate communication and teamwork among students and educators, thus enriching the educational process. Pre-service EFL teachers showed proficiency in using various educational technologies, which positively facilitated students' engagement and interaction.

Integrating technology with teaching materials is essential for enhancing educational quality and ensuring content appropriateness for students' levels. This research revealed that all participants effectively integrated technology with the teaching material, ensuring that the content was appropriate for the students' level. Integrating technology with teaching materials enhancing students' engagement and allowing for visualization, experimentation with scenarios, and instant feedback, ultimately fostering curiosity, creativity, and collaboration in the learning process (Cirneanu & Moldoveanu, 2024). This integration

not only supports effective learning but also aligns with the demands of modern educational environment.

The ability to use technology to facilitate students' understanding is crucial for pre-service EFL teachers in ensuring effective and meaningful learning experiences. Pre-service EFL teacher must be equipped with both technical skills and pedagogical knowledge to integrate online resources into their lessons. The successful use of technology in language learning depends on educators' ability to select appropriate tools that align with learning objectives and cater to students' needs (Hockly, 2013). In this study found that the use of educational technology, such as PowerPoint, and YouTube provided concrete examples that helped students to understand the material in a better way. Students' responses also indicated a high level understanding, as they were able to answer teachers' questions related to the material being taught effectively.

2. Pre-service EFL teachers' pedagogical experiences supporting their preparedness in integrating technology into EFL class

The integration of technology into EFL teaching is significantly influenced by the pedagogical experiences of pre-service EFL teachers. Hands-on training, workshops, seminars, and collaborative projects are essential in equipping pre-service EFL teachers with the necessary skills and confidence to utilize digital tools effectively. A technology-enhanced collaborative course positively influenced pre-service EFL teachers' engagement and professional development, equipping them with essential skills to incorporate technology into their teaching and self-learning practices during their practicum experiences (Karacan & Bekereci-Şahin, 2024). Teaching practicum serves as a critical phase where pre-service EFL teacher apply theoretical knowledge in real classroom settings. This experience is important for developing instructional skills and navigating lesson planning complexities.

In this study reveals a variety of teaching experiences among pre-service EFL teachers, with

many utilizing tools such as PowerPoint, Quizizz, and YouTube. This diversity shows the increasing familiarity of technology in the educational environment. The varied experiences in teaching practice contribute to the teachers' preparedness to handle diverse classroom situations, enhancing their confidence in using technology during their practicum.

Pre-service EFL teachers' experiences and perceptions of technology affect their intentions and preparedness to use technology in real-world context (Park & Son, 2020). As highlighted by (Tondeur et al., 2017) the complex relationship between teachers' technological proficiency and successful implementation involves a variety of contributing factors, such as teachers' attitudes, beliefs, communication, and training availability as well as essential equipment and support.

Pre-service EFL teachers' attitudes towards using online resources are shaped by the challenges and obstacles they encounter, such as technical issues, and inadequate internet connectivity. Attitudes towards technological media indicate a person's evaluation of the expected performance of

a particular behavior (e.g. the use of technology for teaching and learning). If teachers feel that online resources do not meet their own or their students' needs, they are less likely to integrate the online resources into their learning (Buabeng-Andoh, 2012).

In this research reveals that the obstacles faced by pre-service EFL teachers affect their attitude in using technology media in learning. Most of them explained that with the obstacles that occur they will see first whether the obstacles last long or not. If the obstacle takes a long time, then pre-service EFL teachers will stop using the technology media and replace it with other media or other methods. Despite the obstacles, many teachers expressed satisfaction in using technology, indicating a willingness to adapt and find alternative methods when problem arise. This adaptability is crucial for effective teaching in a technology-enabled environment.

The confidence levels among pre-service EFL teachers in using technology range from high to low. (Tondeur et al., 2012) emphasize that pre-service teachers who receive comprehensive

training in technology integration are more likely to feel confident and competent in using digital tools in their future classrooms. Most pre-service EFL teachers feel quite confident, while some express uncertainty, particularly regarding unfamiliar technologies. Teachers who actively prepare and familiarize themselves with technology report higher confidence levels, suggesting that ongoing education and practice are essential for building self-efficacy in technology integration. Teachers who actively prepare and familiarize themselves with technology report higher confidence levels, suggesting that ongoing education and practice are essential for building self-efficacy in technology integration.

Self-reflection is identified as a key component of professional growth, allowing pre-service teachers to assess their teaching practices critically and identify areas for improvement. In this research, most of the pre-service EFL teachers were committed to exploring new technologies and reflecting on teaching experiences. The data indicates that many pre-service EFL teachers have not participated in formal workshops or seminars

related to technology integration. While formal training opportunities are limited, teachers often turn to online resources, such as YouTube tutorials, to enhance their understanding of technology in education.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion and suggestion of this research. This concluded the overall research and answered research questions. Finally, the researcher provides suggestions related to this research in several ways that the researcher needs to convey

A. Conclusion

The findings of this study highlight the significant preparedness of pre-service EFL teachers in integrating technology into their teaching practices. The use of problem-based learning, combined with various digital tools such as Quizizz, PowerPoint, and YouTube, has proven effective in enhancing students' critical thinking and engagement. Pre-service teachers demonstrated proficiency in utilizing these technologies, which not only personalized the learning experience but also facilitated collaboration and communication among students and educators.

Moreover, the integration of technology with teaching materials was found to be essential for ensuring content appropriateness and enhancing

educational quality. The ability to effectively use technology to facilitate student understanding is crucial for pre-service EFL teachers, who must possess both technical skills and pedagogical knowledge. The study also revealed that the pedagogical experiences of pre-service teachers, including hands-on training and collaborative projects, significantly influence their confidence and preparedness to use technology in real-world contexts.

However, challenges such as technical issues and inadequate internet connectivity can negatively impact teachers' attitudes towards technology integration. Despite these obstacles, many pre-service teachers expressed a willingness to adapt and seek alternative methods, indicating a positive attitude towards technology use in education. Confidence levels among pre-service teachers varied, with those receiving comprehensive training feeling more competent in using digital tools. Self-reflection emerged as a vital component of professional growth, allowing teachers to critically assess their practices and identify areas for improvement.

B. Limitation

The researcher found some limitations in this research. This study only involved 8 pre-service EFL teachers, which may not be representative of the larger population of pre-service EFL teachers. Besides that, this study primarily focused on the use of specific technology that mostly same and while these tools are commonly used in EFL classroom. This study also revealed that none of the participants had attended workshops or seminars related to technology integration. Lack of participation in seminars or workshops can affect their preparedness and confidence in using technology in the classroom.

C. Suggestion

The researcher provides some suggestion related to the research findings and discussion in the previous chapter. The researcher attempts to present a relevant discussion regarding pre-service EFL teachers' preparedness to integrate technology in the classroom. The researcher hopes that this study can provide a valuable insight to other pre-service EFL teachers about integrating technology and also pedagogical experiences that can support pre-

service teachers' preparedness in integrating technology in the classroom. Here are some suggestion that researcher can share.

a. For Pre-service EFL Teachers

This research explores pre-service teachers' preparedness in using technology in EFL class which can help to provide valuable insight into what should be prepared before integrating technology in the classroom. The researcher also hopes that the result of this study can provide an overview of the pre-service EFL teachers' pedagogical experiences that can support their preparedness to integrate technology into their learning.

b. For the Next Researcher

The researcher recommends for the future researcher to expand the scope of their studies by involving a larger and more diverse sample of pre-service EFL teachers to enhance the representativeness of the findings. Additionally, it would be beneficial to explore a wide range of technological tools beyond those commonly used in EFL classroom, as this

could provide a more comprehensive understanding of technology integration in language teaching. By incorporating these elements, future researches can contribute to a deeper understanding of the factors influencing technology integration in EFL education and provide valuable insights for improving teacher training programs.

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APPENDICES

Appendix 1. Letter of Supervisor Appointment



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Sekretaris: Jl. Prof. Dr. Hamka Kampus II Ngaliyan Semarang Telp. 7601295 Fax. 7615387 Semarang 50185

Semarang, 07 Juni 2024

Nomor : 2104/Un.10.3/J4/DA.04/2024
Lamp : -
Perihal : Penunjukan Pembimbing Skripsi

Kepada Yth.

Dr. Siti Tarwiyah SS., M.Hum.

Assalamu 'alaikum Wr. Wb.

Berdasarkan hasil pembahasan judul penelitian di Jurusan Pendidikan Baha/sa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Zahra Zhafira
NIM : 2103046102
Judul : Using TELL in Language Class: An Exploration of Pre-service EFL Teachers' Preparedness and Pedagogical Experiences

Dan menunjuk saudari Dr. Siti Tarwiyah SS., M.Hum. sebagai pembimbing.

Demikian penunjukan pembimbing skripsi ini, dan atas kerjasamanya diucapkan terima kasih.

Wassalamu 'alaikum Wr. Wb.



Setia Jurusan Pendidikan Bahasa Inggris

Dr. Nuna Mustikawati Dewi, M.Pd. 5
NIP. 196506141992032001

Tembusan:

1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Jurusan Pendidikan Bahasa Inggris

Appendix 2. Letter of Research Permission

a. Letter of Research Permission (UIN Walisongo Semarang)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50189
Telepon 024-7601295, Website: www.walisongo.ac.id

Nomor : 4051/Un.10.3/K/KM.00.11/09/2024

23 September 2024

Lamp : -

Hal : Permohonan Izin Penelitian

Kepada Yth.
Kepala Sekolah SMP Negeri 23 Semarang
Di tempat

Assalamu 'alaikum Wr. Wb

Dalam rangka penyusunan Skripsi untuk mencapai gelar kesarjanaan pada Fakultas Tarbiyah dan Keguruan UIN Walisongo Semarang, dengan ini kami mohon kesediaan Bapak/Ibu untuk memberikan izin penelitian kepada:

Nama : Zahra Zhafira
NIM/Program/Smt : 2103046102/S1/7 (tujuh)
Alamat : Perum BPI Blok A21, Purwoyoso, Kec. Ngaliyan, Kota Semarang, Jawa Tengah 50184
Judul Skripsi : Using TELL in Language Class: An Exploration of Pre-service EFL Teachers Preparedness and Pedagogical Experiences
Lokasi : SMP Negeri 23 Semarang

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut di atas mulai bulan September sampai dengan selesai.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamualaikum Wr. Wb



Tembusan Yth,
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

b. Letter of Research Permission (Dinas Pendidikan Kota Semarang)



PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN

Jalan Dr. Wahidin No. 118, Semarang – 50254 Telp. (024) 8412180, Fax. (024) 8317752
Laman www.disdik.semarangkota.go.id; Posel disdik@semarangkota.go.id

SURAT IZIN KEPALA DINAS PENDIDIKAN KOTA SEMARANG

Nomor : B/22885/074/X/2024

TENTANG
IZIN PENELITIAN

DASAR : Surat Ketua Program Studi Pendidikan Bahasa Inggris Dra. Nuna Mustikawati
Dewi M. Pd. Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang
Nomor : 4051/Un.10.3/K/KM.00.11/09/2024 tanggal 23 September 2024 perihal
Permohonan Izin Penelitian, dengan ini Kepala Dinas Pendidikan Kota
Semarang, dengan ini Kepala Dinas Pendidikan Kota Semarang,

MEMBERIKAN IZIN

Kepada mahasiswa :

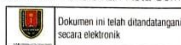
Nama : Zahra Zhaifira
NIM/ NIP/ NIDN : 2103046102
Perguruan Tinggi : Universitas Islam Negeri Walisongo Semarang
Judul : USING TELL IN LANGUAGE CLASS: AN EXPLORATION OF
PRE-SERVICE EFL TEACHERS' PREPAREDNESS AND
PEDAGOGICAL EXPERIENCES
Tempat Penelitian : SMP Negeri 23 Semarang

Dengan memperhatikan hal-hal sebagai berikut ;

1. Saat Penelitian tidak mengganggu proses kegiatan belajar mengajar di tempat Penelitian,
2. Menaati peraturan dan ketentuan yang berlaku di tempat Penelitian,
3. Hasil Penelitian tidak dipublikasikan untuk mencari keuntungan/ kepentingan lain,
4. Kegiatan Penelitian dilaksanakan pada 02 Oktober 2024 sampai dengan 31 Desember 2024
5. Menyampaikan laporan kepada Kepala Dinas Pendidikan Kota Semarang segera setelah selesai melakukan Penelitian.

Demikian surat izin Penelitian ini, untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Semarang
Pada tanggal : 03 Oktober 2024
Kepala Dinas Pendidikan Kota Semarang



Dr. Bambang Pramusinto, SH,S.IP,M.Si



Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE) BSSN.

Appendix 3. Letter of Research



**PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
SMP NEGERI 23 SEMARANG**

Jl. RM. Hadi Subeno Mijen Kota Semarang Telp. 024-7711053

Email : smpnegeri23semarang@gmail.com web: www.smpn23.semarangkota.go.id
NPSN : 20328816 NIS : 200230 NSS: 201030101023

SURAT KETERANGAN

Nomor : M/575/420/XII/2024

Yang bertanda tangan dibawah ini Kepala SMP Negeri 23 Semarang :

Nama : Muhammad Basuki,S.Ag., M.Pd

NIP : 19670504 199802 1 005

Pangkat/Gololongan : Pembina Tk I, IV/b

Jabatan : Kepala SMP Negeri 23 Semarang

Dengan ini menyatakan telah melaksanakan penelitian

Nama : Zahra Zhafira

NIM : 2103046102

Perguruan Tinggi : UIN Walisongo

Fakultas : Fakultas Ilmu Tarbiyah dan Keguruan

Program Studi : Pendidikan Bahasa Inggris, S1

Judul : Using Technology in EFL Class : An Exploration of Pre-Service Teachers' Preparedness and Pedagogical Experiences

Pada Waktu : 14 – 29 Oktober 2024

Demikian surat keterangan ini saya buat agar dapat dipergunakan sebagaimana mestinya



Semarang, 9 Desember 2024
Kepala SMP Negeri 23 Semarang

Muhammad Basuki,S.Ag., M.Pd

Appendix 4. Observation Guideline of Pre-service EFL Teachers' Preparedness in Utilizing Technology

Name :					
Class :					
Material :					
NO.	INDICATOR	ITEMS OF QUESTION	YES	NO	NOTES
1.	The method used is appropriate with learning materials and the implemented technology. (Metode yang digunakan sesuai dengan materi pembelajaran dan teknologi yang diterapkan.)	<ul style="list-style-type: none"> - Does the teacher use the right method to deliver the learning material? (Apakah guru menggunakan metode yang tepat untuk menyampaikan materi pembelajaran?) - Is the method used by the teacher in accordance with the technology applied? (Apakah metode yang digunakan oleh guru sesuai dengan teknologi yang digunakan?) 			
2.	Integrate educational technology	<ul style="list-style-type: none"> - Do teachers use educational technology to 			

	<p>into the taught material</p> <p>(Mengintegrasikan teknologi pendidikan ke dalam materi yang diajarkan)</p>	<p>improve student learning? (Apakah guru menggunakan teknologi pendidikan untuk meningkatkan pembelajaran siswa?)</p> <ul style="list-style-type: none"> - Are teachers skilled in using educational technology? (Apakah para guru terampil dalam menggunakan teknologi pendidikan?) - Do teachers use educational technology to create interesting and interactive learning? (Apakah guru menggunakan teknologi pendidikan untuk menciptakan pembelajaran yang menarik dan interaktif?) - Is the educational technology used by the teacher integrated with the material being taught? 			
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		(Apakah teknologi pendidikan yang digunakan oleh guru terintegrasi dengan materi yang diajarkan?)			
3.	Integrate educational technology into the students' grade (Mengintegrasikan teknologi pendidikan ke dalam tingkatan kelas siswa)	- Do teachers use educational technology according to the students' grade level they teach? (Apakah guru menggunakan teknologi pendidikan sesuai dengan tingkat kelas siswa yang mereka ajar?)			
4.	The technology used engages students' learning. (Teknologi yang digunakan melibatkan siswa dalam pembelajaran.)	- Does educational technology encourage students to actively learn when in class? (Apakah teknologi pendidikan mendorong siswa untuk belajar secara aktif ketika berada di kelas?) - Does the educational technology used			

		<p>by teachers help students to collaborate with their peers? (Apakah teknologi pendidikan yang digunakan oleh guru membantu siswa berkolaborasi dengan teman-teman sebaya mereka?)</p> <p>- Can educational technology help students engage in learning independently? (Apakah teknologi pendidikan dapat membantu siswa untuk belajar secara mandiri?)</p>			
5.	<p>The technology used facilitates students' understanding.</p> <p>(Teknologi yang digunakan memfasilitasi pemahaman siswa.)</p>	<p>- Can educational technology help students understand the materials when in the classroom? (Dapatkah teknologi pendidikan membantu siswa memahami materi ketika berada di dalam kelas?)</p>			

		<p>- Do students' responses indicate that they understand the material taught by teachers through educational technology?</p> <p>(Apakah tanggapan siswa menunjukkan bahwa mereka memahami materi yang diajarkan oleh guru melalui teknologi pendidikan?)</p>			
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Appendix 5. Interview Guideline of Pre-service EFL Teachers' Pedagogical Experiences

Name :		
Class :		
Material :		
NO	INDICATOR	ITEMS OF QUESTIONS
1.	Teaching practicum experiences. (Pengalaman praktik mengajar)	<ul style="list-style-type: none"> - Do you have any previous practical teaching experience? (Apakah anda memiliki pengalaman praktik mengajar sebelumnya?) - According to your experiences in teaching practice, please describe what specific online tools or online resources you have used in the classroom. (Berdasarkan pengalaman Anda dalam praktik mengajar, jelaskan alat bantu online atau sumber daya online apa yang telah Anda gunakan di kelas.) - Have you found any new tools or resources since you take the course related to Technology Enhanced Language Learning in the university? Please mention and describe about your development of utilizing the tools or resources. (Apakah Anda menemukan alat atau sumber daya baru sejak Anda mengambil mata kuliah yang berkaitan dengan Pembelajaran Bahasa yang Ditingkatkan dengan Teknologi di universitas? Mohon sebutkan dan jelaskan perkembangan Anda dalam

		<p>menggunakan alat atau sumber tersebut.)</p> <ul style="list-style-type: none"> - How do you feel about using online tools or resources recently? (Bagaimana perasaan anda dalam menggunakan alat atau sumber online akhir-akhir ini?) - Have you encountered any obstacle in using ICT-based media in the classroom during your teaching practice? (Apakah Anda pernah mengalami kendala dalam menggunakan media berbasis TIK di kelas selama praktik mengajar?) - How does the obstacle affect your attitudes towards adopting ICT-based media in classroom practice? What makes you decided to continue or discontinue the technology integration? (Bagaimana hambatan tersebut mempengaruhi sikap Anda dalam mengadopsi media berbasis TIK dalam praktik mengajar di kelas? Apa yang membuat Anda memutuskan untuk melanjutkan atau menghentikan integrasi teknologi?) - What are some ways that you might expect to use ICT-based media for teaching and learning in your classroom? (Apa saja cara yang Anda harapkan untuk menggunakan media berbasis TIK dalam proses belajar mengajar di kelas?) - How confident are you about your current ability to use ICT-based media in the classroom?
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		<p>(Seberapa yakinkah Anda dengan kemampuan Anda saat ini dalam menggunakan media berbasis TIK di kelas?)</p> <ul style="list-style-type: none"> - Please share your insights and suggestions on how to enhance teacher preparedness to use ICT-based media? <p>(Tolong bagikan wawasan dan saran Anda tentang cara meningkatkan kesiapan guru untuk menggunakan media berbasis TIK?)</p>
2.	<p>Self-reflection and professional growth</p> <p>(Refleksi diri dan pertumbuhan profesional)</p>	<ul style="list-style-type: none"> - How do you reflect on your own teaching practices to improve your pedagogical skills? <p>(Bagaimana Anda merefleksikan praktik mengajar Anda sendiri untuk meningkatkan keterampilan pedagogis Anda?)</p>

3.	<p>Professional development: Participation in workshops, seminars, and ongoing education related to EFL teaching.</p> <p>(Pengembangan profesional: Partisipasi dalam lokakarya, seminar, dan pendidikan berkelanjutan yang berkaitan dengan pengajaran EFL.)</p>	<ul style="list-style-type: none"> - Do you have any previous experience of courses or formal learning about integrating technology in language learning? (Apakah Anda memiliki pengalaman kursus atau pembelajaran formal sebelumnya mengenai pengintegrasian teknologi dalam pembelajaran bahasa?) - Have you ever joined a workshop or seminars relating to integrate technology into EFL teaching? (Apakah Anda pernah mengikuti lokakarya atau seminar yang berkaitan dengan mengintegrasikan teknologi ke dalam pengajaran EFL?) - Are you still have an ongoing education or course in language teaching until now? (Apakah Anda masih mengikuti pendidikan atau kursus yang sedang berlangsung dalam pengajaran bahasa hingga saat ini?)
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*Adapted from Pre-service EFL Teachers' Readiness in Computer-Assisted Language Learning, Moonyoung Park & Jeong-Bae Son (2020)

Appendix 6. Interview Questions (interview to the peer of the participants as a triangulations data)

1. Have she/he ever participated in a formal class or course on integrating technology into language learning?
(Apakah benar participants pernah bergabung dalam

kelas formal ataupun kursus mengenai integrasi teknologi kedalam pembelajaran Bahasa?)

2. Have she/he ever participated in a teaching practicum before? (Apakah participants pernah mengikuti teaching practicum sebelumnya?)

Participant 1 for participant 2

1. Have she ever participated in a formal class or course on integrating technology into language learning?
 - Yes, she has attended the course in the college.
2. Have she ever participated in a teaching practicum before?
 - Yes, she has participated in a teaching practicum in microteaching class.

Participant 2 for participant 1

1. Have she ever participated in a formal class or course on integrating technology into language learning?
 - Yes, she has ever joined the course in the college.
2. Have she ever participated in a teaching practicum before?

- Yes, she has joined in a teaching practicum in microteaching class.

Participant 3 for participant 5

1. Have she ever participated in a formal class or course on integrating technology into language learning?
 - Yes, she has participated a formal class during the college.
2. Have she ever participated in a teaching practicum before?
 - Yes, she has participated in a teaching practicum in microteaching class.

Participant 5 for participant 3

1. Have he ever participated in a formal class or course on integrating technology into language learning?
 - Yes, he has attending the course in the college.
2. Have he ever participated in a teaching practicum before?
 - Yes, he has joined in a teaching practicum in microteaching class.

Participant 4 for participant 8

1. Have she ever participated in a formal class or course on integrating technology into language learning?
 - Yes, she has participated the course in the college.
2. Have she ever participated in a teaching practicum before?
 - Yes, she has joined in a teaching practicum in microteaching class.

Participant 8 for participant 4

1. Have she ever participated in a formal class or course on integrating technology into language learning?
 - Yes, she has attended the course in the college.
2. Have she ever participated in a teaching practicum before?
 - Yes, she has participated in a teaching practicum in microteaching class.

Participant 6 for participant 7

1. Have he ever participated in a formal class or course on integrating technology into language learning?
 - Yes, he has ever joined the course in the college.

2. Have he ever participated in a teaching practicum before?
 - Yes, he has joined in a teaching practicum in microteaching class.

Participant 7 for participant 6

1. Have she ever participated in a formal class or course on integrating technology into language learning?
 - Yes, she has ever joined the course in the college.
2. Have she ever participated in a teaching practicum before?
 - Yes, she has practiced in a teaching practicum in microteaching class.

Appendix 7. The Result of the Observation

Name : Participant 1 (P1) Class : 7A Material : Culinary and Me (Food and drink, kind of taste in food and drink) Date : October, 14 th 2024					
NO.	INDICATOR	ITEMS OF QUESTION	Y E S	N O	NOTES
1	The method used is appropriate with learning materials and the implemented technology.	- Does the teacher use the right method to deliver the learning material?	✓		- Teacher uses problem-based learning method in delivering the materials.
		- Is the method used by the teacher in accordance with the technology applied?	✓		- Teacher gives some trigger questions to students in addition to increase their enthusiasm in learning. (OA1-P1) - Teacher uses Quizizz web to give an exercise to students. (OA2-P1)
2.	Integrate educational technology into the taught material.	- Do teachers use educational technology to improve students' learning?	✓		- Teacher uses Quizizz web and also let the students to open their phone for translating unfamiliar vocabulary in

		<ul style="list-style-type: none"> - Are teachers skilled in using educational technology? 	✓		<p>doing their task or exercise.</p> <p>(OB1-P1)</p> <ul style="list-style-type: none"> - Teacher can operate laptop and smartphone proficiently. - Teacher can connect laptop into the projector. - Teacher also able to operate Quizizz web during learning process.
		<ul style="list-style-type: none"> - Do teachers use educational technology to create interesting and interactive learning? 	✓		<p>(OB2-P1)</p> <ul style="list-style-type: none"> - Quizizz web makes students more interested while doing the exercise because Quizizz web is really attractive for students.
		<ul style="list-style-type: none"> - Is the educational technology used by the teacher integrated with the material being taught? 	✓		<p>(OB3-P1)</p> <ul style="list-style-type: none"> - The exercises given on Quizizz web are in line with the material that is being taught by the teacher.
					(OB4-P1)
3.	Integrate educational technology into the students' grade.	<ul style="list-style-type: none"> - Do teachers use educational technology according to the 	✓		<ul style="list-style-type: none"> - Educational technology in the form of Quizizz web that used by teacher is in accordance

		students' grade level they teach?			with the students' grade level. Most of students were familiar with Quizizz web. (OC1-P1)
4.	The technology used engages students' learning.	<ul style="list-style-type: none"> - Does educational technology encourage students to actively learn when in class? - Does the educational technology used by teachers help students to collaborate with their peers? - Can educational technology help students engage in learning independently? 	<ul style="list-style-type: none"> ✓ ✓ ✓ 		<ul style="list-style-type: none"> - Through interesting media (Quizizz web), students look more excited during the learning process and also students become more active in asking some questions to the teacher. (OD1-P1) - With the media used by the teacher, students are encouraged to discuss together with their peers. (OD2-P1) - The use of smartphones in learning encourages students to find out some unfamiliar vocabulary that is considered difficult for them. (OD3-P1)

5.	The technology used facilitates students' understanding.	<ul style="list-style-type: none"> - Can educational technology help students understand the materials when in the classroom? - Do students' responses indicate that they understand the material taught by teachers through educational technology? 	<p>✓</p> <p>✓</p>	<ul style="list-style-type: none"> - By using smartphones, students can find the meaning of vocabulary that they find difficult to understand. (OE1-P1) - After students work on exercise on the Quizizz web, they understand the material that being taught. It can be seen when the teacher reflects at the end of the lesson, students can answer the teacher's questions related to the material that has been given. (OE2-P1)
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Name : Participant 2 (P2) Class : 9G Material : Taking Trip (Simple Past Tense) Date : October, 15 th 2024					
NO.	INDICATOR	ITEMS OF QUESTION	Y E S	N O	NOTES
1	The method used is appropriate with learning materials and the implemented technology.	<ul style="list-style-type: none"> - Does the teacher use the right method to deliver the learning material? - Is the method used by the teacher in accordance with the technology applied? 	<div>✓</div> <div>✓</div>		<ul style="list-style-type: none"> - Teacher using problem-based learning in delivering the material. - Teacher shows a picture on the screen then students answer teacher's questions. (OA1-P2) - Teacher uses PowerPoint to deliver the material. (OA2-P2)
2.	Integrate educational technology into the taught material.	<ul style="list-style-type: none"> - Do teachers use educational technology to improve student learning? - Are teachers skilled in using educational technology? 	<div>✓</div> <div>✓</div>		<ul style="list-style-type: none"> - Teacher uses laptop and projector in supporting to deliver the material. (OB1-P2) - Teacher can connect the laptop to the LCD or projector.

		<ul style="list-style-type: none"> - Do teachers use educational technology to create interesting and interactive learning? - Is the educational technology used by the teacher integrated with the material being taught? 	<p>✓</p> <p>✓</p>	<ul style="list-style-type: none"> - Teacher can operate some parts of technology tools properly. (OB2-P2) - Teacher uses an interesting PowerPoint for delivering the material. (OB3-P2) - The content of the PowerPoint that is delivered to students is appropriate material, which is being discussed. (OB4-P2)
3.	Integrate educational technology into the students' grade.	<ul style="list-style-type: none"> - Do teachers use educational technology according to the students' grade level they teach? 	<p>✓</p>	<ul style="list-style-type: none"> - Teacher uses PowerPoint according to the 9th grade material. - Teacher use PowerPoint as an educational technology which students are also familiar with that. (OC1-P2)
4.	The technology used engages	<ul style="list-style-type: none"> - Does educational technology encourage 	<p>✓</p>	<ul style="list-style-type: none"> - Through interesting PowerPoint, students become

	students' learning.	<p>students to actively learn when in class?</p> <ul style="list-style-type: none"> - Does the educational technology used by teachers help students to collaborate with their peers? - Can educational technology help students engage in learning independently? 	<p>✓</p> <p>✓</p>	<p>more active to ask some questions and answer some questions form the teacher.</p> <p>(OD1-P2)</p> <ul style="list-style-type: none"> - With the media used by the teacher, students are encouraged to discuss together with their peers. - By sending the material or the PPT to the students, it can help students to learn it independently. <p>(OD2-P2)</p> <p>(OD3-P2)</p>
5.	The technology used facilitates students' understanding.	<ul style="list-style-type: none"> - Can educational technology help students understand the materials when in the classroom? - Do students' responses indicate that they understand the material 	<p>✓</p>	<ul style="list-style-type: none"> - Teacher provides concrete examples in the PPT regarding the material, in addition to enhancing students' understanding. - Students respond teacher's questions according to the <p>(OE1-P2)</p>

		taught by teachers through educational technology?	✓		material that have been delivered. (OE2-P2)
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		<ul style="list-style-type: none"> - Are teachers skilled in using educational technology? 	✓		<p>(OB1-P3)</p> <ul style="list-style-type: none"> - Teacher can connect the laptop to the LCD or projector. - Teacher can operate some parts of technology tools properly. - Teacher is skilled in integrating YouTube into the material delivered.
		<ul style="list-style-type: none"> - Do teachers use educational technology to create interesting and interactive learning? 	✓		<p>(OB2-P3)</p> <ul style="list-style-type: none"> - Teacher uses an interesting PowerPoint for delivering the material. - When the teacher delivers the material, there is a question-and-answer session between them. - Teacher also discusses the material from YouTube.
		<ul style="list-style-type: none"> - Is the educational technology used by the teacher integrated with 	✓		<p>(OB3-P3)</p> <ul style="list-style-type: none"> - The content of the media (PowerPoint and YouTube) that is delivered to

		the material being taught?			students is appropriate material, which is being discussed. (OB4-P3)
3.	Integrate educational technology into the students' grade.	- Do teachers use educational technology according to the students' grade level they teach?	✓		- Teacher uses PowerPoint according to the 7 th grade material. - Teacher use PowerPoint and YouTube as an educational technology which students are also familiar with that. (OC1-P3)
4.	The technology used engages students' learning.	- Does educational technology encourage students to actively learn when in class? - Does the educational technology used by teachers help students to collaborate with their peers?	✓ ✓		- Through interesting PowerPoint, students become more active to ask some questions and answer some questions form the teacher. (OD1-P3) - With the media used by the teacher, students are encouraged to discuss together with their peers.

		<ul style="list-style-type: none"> - Can educational technology help students engage in learning independently? 	✓		<p>(OD2-P3)</p> <ul style="list-style-type: none"> - By sending the material or the PPT to the students, it can help students to learn it independently. - By showing learning video from YouTube, students can learn it by themselves. <p>(OD3-P3)</p>
5.	The technology used facilitates students' understanding.	<ul style="list-style-type: none"> - Can educational technology help students understand the materials when in the classroom? - Do students' responses indicate that they understand the material 	✓		<ul style="list-style-type: none"> - Teacher provides concrete examples in PPT regarding the material, in addition to enhancing students' understanding. - From the learning video on YouTube, also helps students understand the material. <p>(OE1-P3)</p> <ul style="list-style-type: none"> - Students respond teacher's questions according to the

		taught by teachers through educational technology?			material that has been delivered. (OE2-P3)
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		<ul style="list-style-type: none"> - Do teachers use educational technology to create interesting and interactive learning? - Is the educational technology used by the teacher integrated with the material being taught? 	<p>✓</p> <p>✓</p>	<p>LCD or projector.</p> <ul style="list-style-type: none"> - Teacher can operate some parts of technology tools properly. - Teacher uses an interesting PowerPoint for delivering the material. - When the teacher delivers the material, there is a question-and-answer session between them. - The content of the media (PowerPoint that is delivered to students is appropriate material, which is being discussed.
3.	Integrate educational technology into the students' grade.	<ul style="list-style-type: none"> - Do teachers use educational technology according to the students' grade level they teach? 	✓	<ul style="list-style-type: none"> - Teacher uses PowerPoint according to the 9th grade material. - Teacher use PowerPoint and YouTube as an

					educational technology which students are also familiar with that. (OC1-P4)
4.	The technology used engages students' learning.	<ul style="list-style-type: none"> - Does educational technology encourage students to actively learn when in class? - Does the educational technology used by teachers help students to collaborate with their peers? - Can educational technology help students engage in learning independently? 	<ul style="list-style-type: none"> ✓ ✓ ✓ 		<ul style="list-style-type: none"> - Through interesting PowerPoint, students become more active to ask some questions and answer some questions from the teacher. (OD1-P4) - With the media used by the teacher, students are encouraged to discuss together with their groups. (OD2-P4) - By sending the material or the PPT to the students, it can help students to learn it independently. - By showing material from the LCD, students can also learn it by themselves.

					(OD3-P4)
5.	The technology used facilitates students' understanding.	<ul style="list-style-type: none"> - Can educational technology help students understand the materials when in the classroom? - Do students' responses indicate that they understand the material taught by teachers through educational technology? 	✓	✓	<ul style="list-style-type: none"> - Teacher provides concrete examples in PPT regarding the material, in addition to enhancing students' understanding. - PPT can help students in understanding material. <p>(OE1-P4)</p> <ul style="list-style-type: none"> - Students respond teacher's questions according to the material that has been delivered. - Students write down their results of the group discussion. - By writing down the results of the group discussion, indicates that they have understood the material given in the PPT. - Students also present their

					results in front of the classroom. (OE2-P4)
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2.	Integrate educational technology into the taught material.	<ul style="list-style-type: none"> - Do teachers use educational technology to improve student learning? - Are teachers skilled in using educational technology? - Do teachers use educational technology to create interesting and interactive learning? 	<p>✓</p> <p>✓</p> <p>✓</p>	<ul style="list-style-type: none"> - Teacher uses laptop, projector (LCD), and PowerPoint (Canva web) in supporting to deliver the material. - Teacher also uses YouTube in delivering material (OB1-P5) - Teacher can connect the laptop to the LCD or projector. - Teacher can operate some parts of technology tools properly. - Teacher is skilled in integrating YouTube to the material that will be delivered. (OB2-P5) - Teacher uses an interesting PowerPoint for delivering the material. - When the teacher delivers the
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		<ul style="list-style-type: none"> - Is the educational technology used by the teacher integrated with the material being taught? 	✓		<p>material, there is a question-and-answer session between them.</p> <ul style="list-style-type: none"> - Teacher also discuss the material from YouTube. <p>(OB3-P5)</p> <ul style="list-style-type: none"> - The content of the media (PowerPoint and YouTube) that is delivered to students is appropriate material, which is being discussed. <p>(OB4-P5)</p>
3.	Integrate educational technology into the students' grade.	<ul style="list-style-type: none"> - Do teachers use educational technology according to the students' grade level they teach? 	✓		<ul style="list-style-type: none"> - Teacher uses PowerPoint according to the 7th grade material. - Teacher use PowerPoint and YouTube as an educational technology which students are also familiar with that. <p>(OC1-P5)</p>

4.	The technology used engages students' learning.	<ul style="list-style-type: none"> - Does educational technology encourage students to actively learn when in class? - Does the educational technology used by teachers help students to collaborate with their peers? - Can educational technology help students engage in learning independently? 	<p>✓</p> <p>✓</p> <p>✓</p>		<ul style="list-style-type: none"> - Through interesting PowerPoint, students become more active in asking and answering some questions from the teacher. (OD1-P5) - With the media used by the teacher, students do the exercise in groups. (OD2-P5) - By sending the material or the PPT to the students, it can help students to learn it independently. - By showing learning video from YouTube, students can learn it by themselves. (OD3-P5)
5.	The technology used facilitates students' understanding.	<ul style="list-style-type: none"> - Can educational technology help students understand the materials when in the classroom? 	✓		<ul style="list-style-type: none"> - Teacher provides concrete examples in PPT regarding the material, in addition to

		<ul style="list-style-type: none"> - Do students' responses indicate that they understand the material taught by teachers through educational technology? 	✓	<ul style="list-style-type: none"> - enhancing students' understanding. From the learning video in YouTube, also help students in understanding the material. (OE1-P5) - Students respond teacher's questions according to the material that have been delivered. (OE2-P5)
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Date : October, 17th 2024

NO.	INDICATOR	ITEMS OF QUESTION	Y E S	N O	NOTES
1	The method used is appropriate with learning materials and the implemented technology.	<ul style="list-style-type: none"> - Does the teacher use the right method to deliver the learning material? - Is the method used by the teacher in accordance with the technology applied? 		<ul style="list-style-type: none"> ✓ ✓ 	<ul style="list-style-type: none"> - Teacher doesn't deliver materials. - Teacher just continue the previous meeting by giving students some exercises. <p>(OA1-P6)</p>
2.	Integrate educational technology into the taught material.	<ul style="list-style-type: none"> - Do teachers use educational technology to improve student learning? - Are teachers skilled in using educational technology? 	<ul style="list-style-type: none"> ✓ ✓ 		<ul style="list-style-type: none"> - Teacher uses Ed-Bot AI to give exercise for students. - Teacher can connect the laptop to the LCD or projector. - Teacher can operate some parts of <p>(OB1-P6)</p>

		<ul style="list-style-type: none"> - Do teachers use educational technology to create interesting and interactive learning? - Is the educational technology used by the teacher integrated with the material being taught? 	✓	✓	<p>technology tools properly.</p> <ul style="list-style-type: none"> - Teacher are skilled in using Ed-Bot AI. (OB2-P6) - When using Ed-Bot in learning process, there is a question-and-answer session between students and teacher - By using Ed-Bot AI, doing exercise become more interesting than using paper-based. (OB3-P6) - Teacher doesn't deliver material. (OB4-P6)
3.	Integrate educational technology into the students' grade.	<ul style="list-style-type: none"> - Do teachers use educational technology according to the students' grade level they teach? 	✓		<ul style="list-style-type: none"> - Question practices on Ed-Bot AI according to the students' grade level.

					(OC1-P6)
4.	The technology used engages students' learning.	<ul style="list-style-type: none"> - Does educational technology encourage students to actively learn when in class? - Does the educational technology used by teachers help students to collaborate with their peers - Can educational technology help students engage in learning independently? 	<ul style="list-style-type: none"> ✓ ✓ ✓ 		<ul style="list-style-type: none"> - By using Ed-Bot AI, students do the exercise that they choose, and then if they have some difficulties they will ask to their teacher. <p>(OD1-P6)</p> <ul style="list-style-type: none"> - While doing exercises on Ed-Bot AI, students are encouraged to discuss with their peers. <p>(OD2-P6)</p> <ul style="list-style-type: none"> - By using Ed-Bot AI, students can do and learn the exercise independently. <p>(OD3-P6)</p>
5.	The technology used facilitates students' understanding.	<ul style="list-style-type: none"> - Can educational technology help students understand the materials when in the classroom? 	<ul style="list-style-type: none"> ✓ 		<ul style="list-style-type: none"> - While using this educational technology in the classroom, it be able to help students in understanding material. <p>(OE1-P6)</p>

		- Do students' responses indicate that they understand the material taught by teachers through educational technology?	✓		- While the teacher does reflection at the end of the learning process, students respond to teacher's questions according to the material that has been delivered. (OE2-P6)
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		<ul style="list-style-type: none"> - Do teachers use educational technology to create interesting and interactive learning? - Is the educational technology used by the teacher integrated with the material being taught? 	✓	✓	<p>parts of technology tools properly.</p> <ul style="list-style-type: none"> - Teacher are skilled in using Ed-Bot AI. (OB2-P6) - When using Ed-Bot in learning process, there is a question-and-answer session between students and teacher - By using Ed-Bot AI, doing exercise become more interesting than using paper-based. (OB3-P6) - Teacher doesn't deliver material. (OB4-P6)
3.	Integrate educational technology into the students' grade.	<ul style="list-style-type: none"> - Do teachers use educational technology according to the students' grade level they teach? 	✓		<ul style="list-style-type: none"> - Question practices on Ed-Bot AI according to the students' grade level.

					(OC1-P6)
4.	The technology used engages students' learning.	<ul style="list-style-type: none"> - Does educational technology encourage students to actively learn when in class? - Does the educational technology used by teachers help students to collaborate with their peers? - Can educational technology help students engage in learning independently? 	<ul style="list-style-type: none"> ✓ ✓ ✓ 		<ul style="list-style-type: none"> - By using Ed-Bot AI, students do the exercise that they choose, and then if they have some difficulties they will ask to their teacher. <p>(OD1-P6)</p> <ul style="list-style-type: none"> - While doing exercises on Ed-Bot AI, students are encouraged to discuss with their peers. <p>(OD2-P6)</p> <ul style="list-style-type: none"> - By using Ed-Bot AI, students can do and learn the exercise independently. <p>(OD3-P6)</p>
5.	The technology used facilitates students' understanding.	<ul style="list-style-type: none"> - Can educational technology help students understand the materials when in the classroom? 	<ul style="list-style-type: none"> ✓ 		<ul style="list-style-type: none"> - While using this educational technology in the classroom, it be able to help students in understanding material. <p>(OE1-P6)</p>

		- Do students' responses indicate that they understand the material taught by teachers through educational technology?	✓		- While the teacher does reflection at the end of the learning process, students respond to teacher's questions according to the material that has been delivered. (OE2-P6)
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2.	Integrate educational technology into the taught material.	<ul style="list-style-type: none"> - Do teachers use educational technology to improve student learning? - Are teachers skilled in using educational technology? - Do teachers use educational technology to create interesting and interactive learning? - Is the educational technology used by the teacher integrated with the material being taught? 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> - Teacher uses laptop, projector (LCD), and PowerPoint (Canva web) in supporting to deliver the material. (OB1-P8) - Teacher can connect the laptop to the LCD or projector. - Teacher can operate some parts of technology tools properly. (OB2-P8) - Teacher uses an interesting PowerPoint for delivering the material. (OB3-P8) - The content of the media (PowerPoint) that is delivered to students is appropriate material, which is being discussed. (OB4-P8)
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		students engage in learning independently?			students, it can help students to learn it independently. (OD3-P8)
5.	The technology used facilitates students' understanding.	<ul style="list-style-type: none"> - Can educational technology help students understand the materials when in the classroom? - Do students' responses indicate that they understand the material taught by teachers through educational technology? 	✓	✓	<ul style="list-style-type: none"> - Teacher provides concrete examples in PPT regarding the material, in addition to enhancing students' understanding. (OE1-P8) - Students respond teacher's questions according to the material that have been delivered. - When teacher asked some students to come forward to do the exercise, they were able to answer the questions correctly. (OE2-P8)

Appendix 8. The Result of the Interview

No.	The Question of The Interview	The Result of The Interview
A.	Teaching practicum experiences.	
1.	Do you have any previous practical teaching experience?	<p>P1: “I have taught before but only to complete college assignments, so it’s like peer teaching.” (IA1-P1)</p> <p>P2: “I have taught in teaching practicum during the college.” (IA1-P2)</p> <p>P3: “I have experience in teaching practice while in college.” (IA1-P3)</p> <p>P4: “Of course, I have teaching practice experience.” (IA1-P4)</p> <p>P5: “I have had teaching practice experience before in microteaching class.” (IA1-P5)</p> <p>P6: “As for the practical experience, I have experience in teaching practice in microteaching classes then I also have taught English tutoring.” (IA1-P6)</p> <p>P7: “I have had teaching practice experience in microteaching class before.” (IA1-P7)</p> <p>P8: “I have done teaching practice during the 6th semester in microteaching courses. Teaching in class like teaching students in general, but the learners are our peers.” (IA1-P8)</p>
2.	According to your experiences in teaching practice, please describe what specific online tools or	<p>P1: “I’ve used PowerPoint for delivering material, and for games or quizzes I used the Quizizz website.” (IA2-P1)</p>

	<p>online resources you have used in the classroom.</p> <p>P2: “In my learning activities, I usually use a web spinner during the game to determine group members. I also use several kinds of technology in my learning process such as a projector, and laptop to display the material.” (IA2-P2)</p> <p>P3: “I often use applications or websites such as PowerPoint and also the Quizizz website.” (IA2-P3)</p> <p>P4: “In my teaching session, I usually use YouTube as my media, then also Quizizz website, Wordwall website, and hot potatoes.” (IA2-P4)</p> <p>P5: “I usually use online resources from YouTube, then also sometimes I use PowerPoint from Canva website, picture media, then also Quizizz website, hot potatoes, and Wordwall website for game or giving the quiz to students.” (IA2-P5)</p> <p>P6: “I usually use LCD projector in the classroom and also several websites like Quizizz website and Bamboozle website.” (IA2-P6)</p> <p>P7: “I usually use learning applications and websites like Edbot, Google Classroom, Quizizz website, Quizlet website, and Kahoot website.” (IA2-P7)</p> <p>P8: “I mostly use Canva website to make PowerPoint, then also YouTube to display learning videos, then also use Quizizz website to give assignments to students.” (IA2-P8)</p>
3.	<p>Have you found any new tools or resources</p> <p>P1: “So far there is Kahoot website, a game that is played with the whole class, but I have</p>

	<p>since you take the course related to Technology Enhanced Language Learning in the university? Please mention and describe about your development of utilizing the tools or resources.</p>	<p>never applied it. I think it would be fun to play because it makes students more interactive.” (IA3-P1)</p> <p>P2: “Of course, there is not a website but an application. It called hot potatoes. It’s like a game and it has various features like crossword, multiple choice, and etc. then the other one is e-learning. So, it’s an application to create questions with various types. It can be multiple choice, picture, or audio.” (IA3-P2)</p> <p>P3: “Of course, I’ve discovered new applications like hot potatoes, and e-learning.” (IA3-P3)</p> <p>P4: “In TELL subject, I got some new apps like hot potatoes and e-learning.” (IA3-P4)</p> <p>P5: “I found a lot of new media like Wordwall website, hot potatoes, etc. Actually, Quizizz website is also new for me because I didn’t know it before.” (IA3-P5)</p> <p>P6: “I found new website, Quizlet.” (IA3-P6)</p> <p>P7: “Once there was a course related to microteaching, I got a new learning website called Quizlet which is very helpful for group works or quizzes.” (IA3-P7)</p> <p>P8: “I found a new website like Wordwall.” (IA3-P7)</p>
4.	<p>How do you feel about using online tools or resources recently?</p>	<p>P1: “I found it quite satisfying because the students’ responses are also exciting with the Quizizz website. Students’ responses are also good and they are enthusiastic about the learning. Students also hope that there will</p>

		<p>be other websites to play together in the next lesson like this online game.” (IA4-P1)</p> <p>P2: “At first, I felt a bit complicated in making questions for the quiz because I had to enter one by one, but when it was finished I was satisfied with the result.” (IA4-P2)</p> <p>P3: “I feel quite happy because the use of technology is simple to maintain the effectiveness of time. With the use of technology, it can synchronize between learning methods and the technology used.” (IA4-P3)</p> <p>P4: “At first I was confused because I didn’t understand how to use it, but after I learned and explored more I felt satisfied and easy.” (IA4-P4)</p> <p>P5: “I think it is very easy to use when learning, it also makes learning fun, interactive, and interesting. Then if there are problems with the technology I also feel anxious and confused to continue, but as a teacher, we must be able to be calm in front of students.” (IA4-P5)</p> <p>P6: “I feel excited with the development of learning that becomes more interactive. Maybe students rarely get learning that is integrated with technology before, for example the use of websites in assignments and other.” (IA4-P6)</p> <p>P7: “I feel more excited because students also enjoy using some educational technology. For example, using the Quizizz website to do quizzes.” (IA4-P7)</p>
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		P8: “The development is good; the technology can be very helpful in lessons that can display images or videos for students in class.” (IA4-P8)
5.	Have you encountered any obstacle in using ICT-based media in the classroom during your teaching practice?	<p>P1: “So far the internet, maybe connecting the cable from the projector to the laptop is a little bit difficult. Sometimes I tried for several times and failed.” (IA5-P1)</p> <p>P2: “Some obstacle that I faced are technical issues that out of reach, such as cable that cannot be used, damaged, or the projector screen that suddenly off.” (IA5-P2)</p> <p>P3: “Of course I have, usually the obstacle is programming, wrong steps, and error website. But the technical barriers that mostly I encounter are such as projectors that don’t work or other technical obstacles.” (IA5-P3)</p> <p>P4: “Of course, there have been some obstacles such as inadequate internet and also the laptop that I used, and then the projector that cannot be used.” (IA5-P4)</p> <p>P5: “There are so many obstacles, one of them is when I want to display the PowerPoint that I made but the laptop can’t be connected to the projector.” (IA5-P5)</p> <p>P6: “There are a few obstacles, such as the projector cable that can’t be connected to the laptop, the internet that can’t be used, then also the website that will be used suddenly errors.” (IA5-P6)</p> <p>P7: “So far, there are no serious obstacles. But sometimes there are some classes where</p>

		<p>the LCD or projector cannot be used.” (IA5-P7)</p> <p>P8: “Very often, in some classes, there is technology that supports learning but cannot be used. For example, broken projectors and computers. These obstacles make me difficult to start learning.” (IA5-P8)</p>
6.	<p>How does the obstacle affect your attitudes towards adopting ICT-based media in classroom practice? What makes you decided to continue or discontinue the technology integration?</p>	<p>P1: “If it is still possible to continue, I will continue using the technology. However, if it has taken a lot of time and it cannot be connected to the projector then the learning will be forced to continue without using technology integration.” (IA6-P1)</p> <p>P2: “I will try to check first and then if it really cannot used at all, I will use an alternative method with something similar to make students interested.” (IA6-P2)</p> <p>P3: “If the problem is not resolved, I will stop using the technology and replace it with another method. It can be by replacing other types of technology or not using technology in learning.” (IA6-P3)</p> <p>P4: “If I encounter such obstacle and take a long time I will use another learning media.” (IA6-P4)</p> <p>P5: “I feel very anxious about the obstacles that occur. Then what I have to do is rack my brain so that somehow the learning activity still continues. If I want to display PowerPoint but technology cannot be used I will send the PowerPoint to the WhatsApp group so that children can continue to read the material.” (IA6-P5)</p>

		<p>P6: “When I encounter these obstacles, I will send the PowerPoint that I want to show to the WhatsApp group and then I will also write on the blackboard related to the contents of the PowerPoint.” (IA6-P6)</p> <p>P7: “I will try to overcome the obstacle first, then if it’s still trouble with the technology I will replace it with other media or other method.” (IA6-P7)</p> <p>P8: “If I encounter the obstacle for too long I am forced to stop using the technology and switch to using the blackboard in explaining the material to students.” (IA6-P8)</p>
7.	What are some ways that you might expect to use ICT-based media for teaching and learning in your classroom?	<p>P1: “I hope that the use of technology can make students more involved in learning activities because it is not guaranteed that students will be active in learning if the learning is not interesting.” (IA7-P1)</p> <p>P2: “In my learning, I hope that the integration of technology can also make students more interested and understand the material that I explain.” (IA7-P2)</p> <p>P3: “Hopefully, with the use of technology in learning, students will be more interactive and active in the learning process.” (IA7-P3)</p> <p>P4: “With the existence of new media such as the Quizizz website and others, it makes learning activity more creative and interactive.” (IA7-P4)</p> <p>P5: “With this technology, of course, it will make it easier for us as teacher to convey materials, because sometimes students have different learning styles, there are some types of students who easily understand the</p>

		<p>material through watching videos, through audio media, and also telling stories (audio, video, pictures). With the development of technology, hopefully, students can understand the material conveyed by the teacher.” (IA7-P5)</p> <p>P6: “I hope with the integration of technology in learning, the class will be interactive and not boring.” (IA7-P6)</p> <p>P7: “With this variation of technology will make students more enthusiastic and excited during the learning process.” (IA7-P7)</p> <p>P8: “I hope, every school should be ready for advanced technology, the school should have prepared that the technology is ready to be used to create interactive and interesting learning.” (IA7-P8)</p>
8.	How confident are you about your current ability to use ICT-based media in the classroom?	<p>P1: “I feel quite confident because I have tried using technology several times, so now I am more confident in using technology in learning.” (IA8-P1)</p> <p>P2: “I feel quite confident in my abilities, maybe around 80 percent.” (IA8-P2)</p> <p>P3: “I am quite confident with the media or technology that I have prepared.” (IA8-P3)</p> <p>P4: “I am still less confident in my ability to integrate technology in learning. Probably around 50 percent.” (IA8-P4)</p> <p>P5: “I’m not so sure, because in class I still like to be confused about operating technology-based media.” (IA8-P5)</p>

		<p>P6: “I am confident in my ability to use technology-based media in the classroom, and can also handle the obstacles that occur in the classroom.” (IA8-P6)</p> <p>P7: “I am quite confident in my abilities, because before entering the class I also prepared carefully, by conducting trials related to the use of LCDs to minimize the occurrence of obstacles that occur.” (IA8-P7)</p> <p>P8: “50-50, because sometimes there are some technologies that I am not familiar with, so I have to learn them before using them, but the rest can be done.” (IA8-P8)</p>
9.	Please share your insights and suggestions on how to enhance teacher preparedness to use ICT-based media?	<p>P1: “To be more prepared, of course, the teacher must prepare the web that will be used for learning and do not forget to see whether the projector in the classroom has problems or not.” (IA9-P1)</p> <p>P2: “The way to improve the readiness of the teachers is perhaps by exploring further about technology-based learning media to increase student interest in learning.” (IA9-P2)</p> <p>P3: “As a teacher, before we integrate technology into learning, we should first know and learn the features in the application or website to minimize errors.” (IA9-P3)</p> <p>P4: “For the teachers, before integrating technology into learning, they should learn well about the website or application that will be used.” (IA9-P4)</p> <p>P5: “As a teacher, we should understand first, one example is the use of Wordwall</p>

		<p>website. We should first understand how to use the Wordwall website and how it works.” (IA9-P5)</p> <p>P6: “Maybe teachers can join seminars relating to the integration of technology to add insight and also explore more about new websites about learning.” (IA9-P6)</p> <p>P7: “There must be preparation before teaching, then teachers should also find out more about websites or applications that are interesting for student learning.” (IA9-P7)</p> <p>P8: “Some teachers should be more familiar with technology-based media, and also explore more, because students already understand technology, I hope teachers can use the technology properly because it is very helpful in learning.” (IA9-P8)</p>
B.	Self-reflection and professional growth	
1.	How do you reflect on your own teaching practices to improve your pedagogical skills?	<p>P1: “I will find out more about online games for learning.” (IB1-P1)</p> <p>P2: “For reflection at the end of learning, I often repeat by asking students and summarizing or explaining what has been learned that day. To enhance my pedagogical experience and knowledge, I will learn more from the module, browse, and look for more references relating to the technology that I used.” (IB1-P2)</p> <p>P3: “I will reflect on activities that are not optimal, whether it is from the way of explaining or from the integration of technology. I will also study again to</p>

		<p>optimize my learning for the next meeting.” (IB1-P3)</p> <p>P4: “I will explore more about my abilities related to the latest technology-based media” (IB1-P4)</p> <p>P5: “When I am less prepared in teaching, in the future I will prepare more, by learning from mistakes, then also preparing the technology and media to be used, studying the module as well as the material to be taught, and also searching up about the latest technology-based media.” (IB1-P5)</p> <p>P6: “I will take notes or evaluate today's learning, whether there are mistakes in today's learning so that they do not happen again in the next lesson. I will also browse for some newest media for the next meeting, so it can make students more interactive during the lesson” (IB1-P6)</p> <p>P7: “I will do a reflection at the end of the lesson, then I will also evaluate the mistakes that occurred during the lesson so that the mistakes do not happen again.” (IB1-P7)</p> <p>P8: “Of course, I reflect on my learning. If there are problems in technology, I have to think about how to solve them in class, or I have to change to another technology, that is my reflection when I finish teaching so that in the next lesson the same thing does not happen.” (IB1-P8)</p>
C.	Professional development: Participation in workshops, seminars, and ongoing education related to EFL teaching.	
1.	Do you have any previous experience of	P1: “For formal education, I have attended microteaching, Technology-Enhanced

	<p>courses or formal learning about integrating technology in language learning?</p>	<p>Language Learning, and ICT-based Language Materials Development classes.” (IC1-P1)</p> <p>P2: “I’ve attended formal education such as a microteaching class in college.” (IC1-P2)</p> <p>P3: “I have participated in formal education, like microteaching class.” (IC1-P3)</p> <p>P4: “I have taken microteaching, Technology-Enhanced Language Learning, and ICT-based Language Materials Development classes.” (IC1-P4)</p> <p>P5: “I have studied in courses related to integrating technology into learning, namely ICT, TELL, and also microteaching.” (IC1-P5)</p> <p>P6: “I participated in learning on campus in the microteaching subject, I also got information on technologies and websites from the subject and also ICT-based learning subject.” (IC1-P6)</p> <p>P7: “I have attended formal education in microteaching courses, and also ICT.” (IC1-P7)</p> <p>P8: “I have had experience participating in formal learning in TELL, ICT-based, and microteaching courses during the 5th and 6th semester. It helps us as pre-service teachers to know new technologies that can be integrated with learning in the classroom.” (IC1-P8)</p>
2.	<p>Have you ever joined a workshop or seminars relating to integrate</p>	<p>P1: “So far, I have never attended a workshop.” (IC2-P1)</p>

	<p>technology into EFL teaching?</p> <p>P2: “I haven’t joined a workshop related to integration of technology in EFL teaching.” (IC2-P2)</p> <p>P3: “I have never taken seminars or workshops.” (IC2-P3)</p> <p>P4: “I haven’t joined any seminars or workshops, I only joined for course in the college.” (IC2-P4)</p> <p>P5: “I have never been to a workshop.” (IC2-P5)</p> <p>P6: “I have never joined workshops or seminars related to the technology integration.” (IC2-P6)</p> <p>P7: “I have never attended a workshop, but more often see tutorials on integrating technology on YouTube.” (IC2-P7)</p> <p>P8: “So far I have never joined seminars or workshops.” (IC2-P8)</p>
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3.	Are you still have an ongoing education or course in language teaching until now?	<p>P1: “I am still undergoing formal education in the college.” (IC3-P1)</p> <p>P2: “I am still undergoing formal education, but there are no courses anymore.” (IC3-P2)</p> <p>P3: “I am still in formal education but the course has been completed.” (IC3-P3)</p> <p>P4: “I am still in formal education” (IC3-P4)</p> <p>P5: “I am still following formal education until now.” (IC3-P5)</p> <p>P6: “My formal education is still ongoing until now.” (IC3-P6)</p> <p>P7: “I still undergoing formal education until now.” (IC3-P7)</p> <p>P8: “I am still following formal education until now.” (IC3-P8)</p>
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Appendix 9. Documentation



Figure 9. 1 Observation of Participant 1



Figure 9. 2 Observation of Participant 2



Figure 9. 3 Observation of Participant 3



Figure 9. 4 Observation of Participant 4



Figure 9. 5 Observation of Participant 5



Figure 9. 6 Observation of Participants 6 & 7



Figure 9. 7 Observation of Participant 8

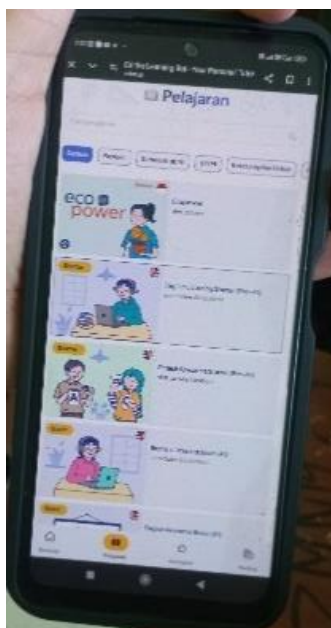


Figure 9. 8 The use of Ed Bot AI



Figure 9. 9 Interview of Participant 1



Figure 9. 10 Interview of Participant 2



Figure 9. 11 Interview of Participant 3



Figure 9. 12 Interview of Participant 4



Figure 9. 13 Interview of Participant 5



Figure 9. 14 Interview of Participant 6



Figure 9. 15 Interview of Participant 7



Figure 9. 16 Interview of Participant 8

Appendix 10. The Analysis of Observation and Interview

Data

Table 10.1 the preparedness in using methods and implementing technology

Pre-service EFL Teacher	The Used Method	The Implemented Technology	The Appropriacy of Method and Technology
1	Problem-based learning. (OA1-P1)	Quizizz website.	Problem-based learning was an appropriate method to deliver the material. Quizizz website was an appropriate technology that is used to provide exercises to students related to the material that has been taught. (culinary and me: food and drink, kind of taste in food and drink)
2	Problem-based learning. (OA1-P2)	PowerPoint, projector.	By showing pictures on the screen to trigger students' understanding, the problem-based method was an appropriate method to deliver the material. Projector and PowerPoint were appropriate

			technologies to deliver the material. (taking trip: simple past tense material)
3	Problem-based learning. (OA1-P3)	PowerPoint, projector, YouTube.	Problem-based learning was an appropriate method to deliver the material. The teacher provided triggered questions before he started to explain. The technology used by the teacher was appropriate for the method. The teacher used PowerPoint, and YouTube that shown on the projector. (culinary and me: article a, an, the, procedure text)
4	Problem-based learning. (OA1-P4)	PowerPoint and projector.	The teacher applied problem-based learning as an appropriate method to deliver the material. The teacher provided problem signs and grids through PowerPoint and projector as an

			<p>appropriate technology.</p> <p>(taking trip: negative and interrogative sentences using Simple Past Tense)</p>
5	<p>Problem-based learning. (OA1-P5)</p>	<p>PowerPoint, projector.</p>	<p>Problem-based learning became an appropriate method for delivering the related materials.</p> <p>The teacher delivered materials with PBL method with appropriate technology such as PowerPoint and projector.</p> <p>(culinary and me: describe about food and drink)</p>
6	<p>The teachers didn't deliver materials and just continued the previous meeting by giving students some exercises. (OA1-P6)</p>	<p>The teachers didn't deliver materials and just continued the previous meeting by giving students some exercises.</p>	<p>There were no appropriate method and technology that applied by the teacher.</p>

7	<p>The teachers didn't deliver materials and just continued the previous meeting by giving students some exercises.</p> <p>(OA1-P7)</p>	<p>The teachers didn't deliver materials and just continued the previous meeting by giving students some exercises.</p>	<p>There were no appropriate method and technology that applied by the teacher.</p>
8	<p>Problem-based learning. (OA1-P8)</p>	<p>PowerPoint, projector.</p>	<p>The teacher applied problem-based learning during the learning process. Problem-based learning was an appropriate method to deliver the material (Simple Past tense and connectors). The teacher also used some educational technology that support the learning process. (taking trips: Simple Past Tense and connectors)</p>

Table 10. 2 the use of educational technology to facilitate students' learning

Pre-service EFL Teacher	Educational Technology	The Students' Learning Experiences
1	Quizizz website, laptop, projector.	By using Quizizz, students seem excited and interested in doing exercises. (OB3-P1) Students also became more actively ask some question to the teacher during the learning process. (OD1-P1) There were interactions between students about discussing the material that the teacher delivered. (OD2-P1)
2.	PowerPoint, laptop, projector.	Students were interested while the teacher used PowerPoint in delivering the materials (Simple Past Tense). (OB3-P2) With the use of PowerPoint by the teacher, students also became more active during the learning process. (OD1-P2) With the media used by the teacher, students are encouraged to discuss material with their peers. (OD2-P2)
3.	Laptop, projector, PowerPoint (canva website), YouTube.	The teacher used educational technology to create students' interaction during the leaning process. (OB3-P3) By using the interesting PowerPoint and also learning video, students seemed excited with the visualization

		<p>of the material during the learning process. (OD1-P3)</p> <p>There were discussions between the students when the teacher gave them exercises related to the materials that have been taught. (OD2-P3)</p>
4.	Laptop, projector, PowerPoint.	<p>There were interactions between teacher and students during the learning session. (OB3-P4)</p> <p>Students were excited when teacher use PowerPoint in delivering materials (Simple Past Tense). (OD1-P4)</p> <p>The teacher provided group work for students, by using educational technology students were encouraged to do the exercise with their group. (OD2-P4)</p>
5.	Laptop, projector or LCD, PowerPoint with canva website, YouTube.	<p>Students looked interested when the teacher conveyed materials using learning videos from YouTube. (OB3-P5)</p> <p>Through the learning video that was integrated with the material, students became more interested and excited during the learning process. (OD1-P5)</p> <p>The teacher gave students assignments related to the material learned today and students were encouraged to do the exercise in groups. It indicates that with the use of technology-based learning, students also actively share opinions with their peers. (OD2-P5)</p>
6.	Ed-Bot AI, laptop, projector	<p>With the use of Ed-Bot AI to do quizzes, students were more excited</p>

		<p>and interested when answering the questions. With the many interesting features of Ed-Bot AI, students looked more interested in doing exercises. (OB3-P6)</p> <p>Students also asked the teacher about the difficulties that they faced. (OD1-P6)</p> <p>Students are seen discussing with their peers when doing the quiz given by the teacher. (OD2-P6)</p>
7.	Ed-Bot AI, laptop, projector	<p>With the interesting features in Ed-Bot AI, students were more excited and interested when doing the exercises or quizzes. (OB3-P7)</p> <p>Students also ask to the teacher about their difficulties during do the quiz. (OD1-P7)</p> <p>Several times it was seen that students asked each other with their peers when working on problems or when they found difficulties when working. (OD2-P7)</p>
8.	Laptop, projector or LCD, PowerPoint from canva website	<p>There were interactions between the teacher and the students during the material delivery. There were also discussions between students and their peers. (OB3-P8)</p> <p>Although the teacher used educational technology in delivering material, students were not active when the teacher asked some questions. (OD1-P8)</p> <p>After the teacher finished explaining the material, the teacher gave practice</p>

		questions to students, and it was seen that students also discussed with their peers. (OD2-P8)
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Table 10. 3 the use of educational technology in integrating teaching material

Pre-service EFL Teacher	Educational Technology	The Integration of Technology and Teaching Material
1.	Quizizz website, laptop, projector.	Teacher gave exercise to students according to the material that have been taught in the previous meeting. (OB4-P1)
2.	PowerPoint, laptop, projector.	The content of the PowerPoint was appropriate with the material being taught. (OB4-P2)

3.	Laptop, projector, PowerPoint (canva website), YouTube.	The content of the PowerPoint related to the material being discussed. The learning video on YouTube also appropriate with the material being taught. (OB4-P3)
4.	Laptop, projector, PowerPoint.	The content of the PowerPoint was an appropriate material. (OB4-P4)
5.	Laptop, projector or LCD, PowerPoint with canva website, YouTube.	Teacher provided an appropriate material in the PowerPoint and teacher also displayed learning video that related to the material being discussed. (OB4-P5)
6.	Ed-Bot AI, laptop, projector	Teacher used educational technology to provide exercise to students. Teacher didn't deliver material. (OB4-P6)
7.	Ed-Bot AI, laptop, projector	Teacher used educational technology to provide exercise to students. Teacher didn't deliver material. (OB4-P7)

8.	Laptop, projector or LCD, PowerPoint from canva website.	The teacher displayed a PowerPoint with the appropriate material. (OB4-P8)
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Table 10. 4 the preparedness in integrating teaching material into the students' level

Pre-service EFL Teacher	Educational Technology	The Suitability of Material into The Students' Level
1.	Quizizz website, laptop, projector.	In the learning process, the teacher uses the Quizizz website as the learning media used. The material integrated with the educational technology is also in accordance with the students' grade level (culinary and me: food and drink, kind of taste in food and drink). (OC1-P1)
2.	PowerPoint, laptop, projector.	The teacher use PowerPoint as an interesting media to deliver the material. The content of the PowerPoint was appropriate with the students' grade level (taking trip: simple past tense material). (OC1-P2)
3.	Laptop, projector, PowerPoint	The content of the PowerPoint related to the material being discussed. The

	(canva website), YouTube.	learning video on YouTube also appropriate with the material being taught. Both technology media used by teachers are integrated with materials that are appropriate for students' grade level (culinary and me: article a, an, the, procedure text). (OC1-P3)
4.	Laptop, projector, PowerPoint.	The content of the PowerPoint was an appropriate material with the students' grade level (taking trip: negative and interrogative sentences using Simple Past Tense). (OC1-P4)
5.	Laptop, projector or LCD, PowerPoint with canva website, YouTube.	Teacher provided an appropriate material in the PowerPoint and teacher also displayed learning video that related to the material being discussed. Both learning media used by the teacher are integrated with materials that are appropriate for students' grade level (culinary and me: describe about food and drink). (OC1-P5)
6.	Ed-Bot AI, laptop, projector	Teacher used educational technology to provide exercise to students. Teacher didn't deliver material. The practice questions given by the teacher are in accordance with the students' grade level (includes reading, listening, grammar, and structure exercises). (OC1-P6)

7.	Ed-Bot AI, laptop, projector	Teacher used educational technology to provide exercise to students. Teacher didn't deliver material. The exercise questions given are in accordance with the students' grade level (includes reading, listening, grammar, and structure exercises). (OC1-P7)
8.	Laptop, projector or LCD, PowerPoint from canva website.	The teacher displayed a PowerPoint with the appropriate material that is appropriate for the students' grade level (taking trips: Simple Past Tense and connectors). (OC1-P8)

Table 10. 5 the use of educational technology in facilitating students' understanding

Pre-service EFL Teacher	Educational Technology	Students' Understanding and Students' Responses
1.	Quizizz website, laptop, projector.	<p>The use of educational technology could help students to understand the whole material. Almost all students used their smartphones to help them address their difficulties. (OE1-P1)</p> <p>Students' responses also indicate that they understand the material that the teacher has taught. Students can answer the teacher's questions at the end of the lesson. (OE2-P1)</p>

2.	PowerPoint, laptop, projector.	<p>Educational technology could help students to understand the material. The teacher provided concrete examples in the PowerPoint when delivering the materials. (OE1-P2)</p> <p>Students' responses indicated that they understood the material because they could answer the teacher's questions according to the material that had been delivered. (OE2-P2)</p>
3.	Laptop, projector, PowerPoint (canva website), YouTube.	<p>The teacher displayed a learning video from YouTube and concrete examples in PowerPoint that can enhance students' understanding of the material. (OE1-P3)</p> <p>Students answered the teacher's questions regarding the material. (OE2-P3)</p>

4.	Laptop, projector, PowerPoint.	<p>The teacher provided concrete examples in the PPT to enhance students' understanding. (OE1-P4)</p> <p>Students' responses indicated that they understood the material. Students presented their group work in front of the class. Students also write down the results of their group discussion. (OE2-P4)</p>
5.	Laptop, projector or LCD, PowerPoint with canva website, YouTube.	<p>The teacher provided concrete examples of the material that was delivered by PPT. The teacher also provided a learning video from YouTube that can help students to understand the material. (OE1-P5)</p> <p>Students could answer the teacher's questions regarding the material. (OE2-P5)</p>

6.	Ed-Bot AI, laptop, projector	<p>The use of educational technology can help students understand during the learning process. (OE1-P6)</p> <p>Students understood the material that is indicated by them being able to answer questions given by the teacher related to the material that was discussed. (OE2-P6)</p>
7.	Ed-Bot AI, laptop, projector	<p>The use of educational technology can help students understand during the learning process. (OE1-P7)</p> <p>Students understood the material that is indicated by them being able to answer questions given by the teacher related to the material that was discussed. (OE2-P7)</p>
8.	Laptop, projector or LCD, PowerPoint from canva website.	<p>The teacher provided concrete examples in the PPT when delivering the materials. (OE1-P8)</p> <p>Students' responses indicated that they understood the materials that the teacher delivered. (OE2-P8)</p>

Table 10. 6 pre-service EFL teachers' teaching experiences

Pre-service EFL Teacher	Teaching Experiences	Representation
1	Having taught practice and real EFL class during teaching internship by using PowerPoint and Quizizz.	"I have taught before..." (IA1-P1) "I've used PowerPoint... Quizizz website." (IA2-P1)
2.	Have taught a real EFL class during teaching internship and have taught in teaching practice during the college. Teacher use web spinner, PowerPoint, projector, and laptop.	"I have taught... teaching practices..." (IA1-P2) "... I usually use a web spinner... PowerPoint, projector, and laptop..." (IA2-P2)
3	Had teaching practice experience during college and in teaching internship by using PowerPoint and also Quizizz.	"I have... in teaching practice... in college." (IA1-P3) "I use... PowerPoint... Quizizz website." (IA2-P3)

4	Had teaching practice experience in microteaching classes and had taught real class during teaching internship by using YouTube, Quizizz, and wordwall.	<p>“Of course, I have teaching practice experience. Especially in microteaching class during college.” (IA1-P4)</p> <p>“... I usually use YouTube as my media, then also Quizizz website, Wordwall website...” (IA2-P4)</p>
5	Have taught a real class during teaching internship and teaching practice experiences in microteaching classes. The teacher usually uses YouTube, PowerPoint from canva, picture media, and also Quizizz and wordwall.	<p>“I have had teaching practice experience in microteaching course.” (IA1-P5)</p> <p>“... use... YouTube... PowerPoint from Canva website, picture media... Quizizz website, and Wordwall website...” (IA2-P5)</p>
6	Had practical teaching experiences during microteaching classes, English tutoring, and also real EFL class during teaching	<p>“... I have experience in teaching practice in microteaching classes... I also have taught English tutoring.” (IA1-P6)</p> <p>“... use LCD projector... PowerPoint... Quizizz... Bamboozle...” (IA2-P6)</p>

	internship. Teacher use LCD projector, PowerPoint, Quizizz, and bamboozle.	
7	Had teaching practice in microteaching class and have taught a real EFL class during teaching internship with using Ed-Bot, Google Classroom, Quizizz, Quizlet, and Kahoot.	“I have had teaching practice experience...” (IA1-P7) “... use Ed-Bot... Google Classroom... Quizizz... Quizlet... Kahoot.” (IA2-P7)
8	Had teaching practice in 6 th semester in microteaching courses, but only a peer teaching and have taught a real EFL class during teaching internship. The teacher mostly used canva, YouTube, and also Quizizz.	“... teaching practice... in microteaching courses...” (IA1-P8) “... Canva... YouTube... Quizizz website...” (IA2-P8)

Table 10. 7 pre-service EFL teachers' attitude toward their teaching practice experiences

Pre-service EFL Teacher	Teachers' Attitude	Representation
1	<p>Feel quite satisfying while using online tools during their teaching. Often find obstacles when integrating technology into learning such as, internet interference and also difficult to connect the projector to the laptop. From these obstacles teachers will continue to use technology into learning, but if the obstacles that occur take a lot of time teachers will continue learning without integrating technology in</p>	<p>Feelings "I found it quite satisfying because..." (IA4-P1)</p> <p>Obstacle "So far, the internet... connecting the cable from the projector to the laptop..." (IA5-P1)</p> <p>Obstacle affecting attitudes "If it is still possible to continue, I will continue using the technology... if it has taken a lot of time... continue without using technology integration." (IA6-P1)</p>

	their teaching practice.	
2	<p>Felt a little difficult in using some online tools, but eventually feel satisfied with the results.</p> <p>Often encounter obstacles, some of which are technical issues that are out of reach. The teacher's attitude in overcoming this obstacle is to check first, if this online resource cannot be used at all then the teacher will replace it with an alternative method into his teaching practice.</p>	<p>Feelings “...I felt a bit complicated in... I was satisfied with the result.” (IA4-P2)</p> <p>Obstacle “Some obstacle that I faced are technical issues that out of reach...” (IA5-P2)</p> <p>Obstacle affecting attitudes “I will try to check first... if it really cannot used at all, I will use an alternative method...” (IA6-P2)</p>
3	<p>Feel quite happy with the use of technology which is very practical and more effective.</p> <p>There are obstacles faced by teachers in</p>	<p>Feelings “I feel quite happy because the use of technology is simple to maintain the effectiveness of time...” (IA4-P3)</p> <p>Obstacle “... usually the obstacle is programming... error website... or other technical obstacles.” (IA5-P3)</p> <p>Obstacle affecting attitudes</p>

	<p>their teaching practice, such as programming or website errors and other technological obstacles. In overcoming the obstacles that occur, teachers will stop using these online resources if the problem was not resolved. The teacher will replace it with other types of online resources or technology in his teaching practicum.</p>	<p>“I will stop using the technology... replacing other types of technology...” (IA6-P3)</p>
4	<p>At first, teachers felt confused about how to use technology, but when teachers began to explore further she felt satisfied and easy to integrate these online resources. Often encounter obstacles in their teaching practice such as</p>	<p>Feelings “At first, I was confused... after I... explored more, I felt satisfied and easy.” (IA4-P4) Obstacle “.... there have been some obstacles such as inadequate internet...” (IA5-P4) Obstacle affecting attitudes “.... take a long time I will use another learning media.” (IA6-P4)</p>

	inadequate internet, and if this obstacle takes a long time, then teachers will use other learning media in their teaching practice.	
5	<p>Feel easy to use technology in teaching process but when there are problems with the tools used, teachers feel anxious and confused to continue the integration of technology.</p> <p>Face many obstacles, one of which is a laptop that cannot be connected to the projector. With this obstacle, teachers will rack their brains so that somehow the learning continues.</p>	<p>Feelings “I think it is very easy to use... if there are problems... I also feel anxious and confused to continue...” (IA4-P5)</p> <p>Obstacle “...the laptop can’t be connected to the projector.” (IA5-P5)</p> <p>Obstacle affecting attitudes “.... then what I have to do is rack my brain so that somehow the learning activity still continues...” (IA6-P5)</p>
6	<p>Feel excited about the development of technology that</p>	<p>Feelings “I feel excited...students’ learning more interactive.” (IA4-P6)</p> <p>Obstacle</p>

	<p>makes student learning more interactive. Have encountered several obstacles such as the internet that cannot be used and also websites that suddenly error during teaching practice so, he would send the PowerPoint to the WhatsApp group and write the material on the blackboard to continue learning.</p>	<p>“There are a few obstacles... the internet that can’t be used... the website that will be used suddenly errors.” (IA5-P6)</p> <p>Obstacle affecting attitudes</p> <p>“... I will send the PowerPoint... I will also write on the blackboard...” (IA6-P6)</p>
7	<p>Feel very excited in using online resources. Teacher didn’t find any serious obstacles but there were some classes whose LCD projectors could not be used which became an obstacle in teaching process. When teachers encountered these difficulties, they</p>	<p>Feelings</p> <p>“I feel more excited... enjoy using some educational technology...” (IA4-P7)</p> <p>Obstacle</p> <p>“... there are no serious obstacles... sometimes there are some classes where the LCD or projector cannot be used” (IA5-P7)</p> <p>Obstacle affecting attitudes</p> <p>“I will try to overcome... if still trouble... I will replace...” (IA5-P7)</p>

	will try to overcome the obstacles that occur before replacing with other media.	
8	<p>Feel very satisfied with the development of technology that is very helpful for teachers in the learning process. Often encounter obstacles for example, in the classroom there are several technologies but they cannot be used, such as broken projectors and computers. When encountering obstacles like this for too long, teachers will be forced to stop integrating technology and will switch to using other methods such as using the blackboard to</p>	<p>Feelings “I feel satisfied with the development of technology... Can be very helpful in lessons...” (IA4-P8)</p> <p>Obstacle “Very often... there is technology... but cannot be used... broken projectors and computers...” (IA5-P8)</p> <p>Obstacle affecting attitudes “If I encounter the obstacle for too long... I am forced to stop... and switch to using the blackboard...” (IA6-P8)</p>

	explain the material.	
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Table 10. 8 pre-service EFL teachers' confident level of their ability in integrating technology during teaching practicum

Pre-service EFL Teacher	Teachers' Ability	Representation
1	Quite confident in her ability to use technology in her practices.	"I feel quite confident... I have tried using technology several times... " (IA8-P1)
2	Quite confident in using technology into learning, around 80%.	"I feel quite confident in my abilities... around 80 percent." (IA8-P2)
3	Quite confident and capable in using the technology in the classroom.	"I am quite confident... that I have prepared." (IA8-P3)
4	Feel less confident in their ability to integrate technology, around 50%.	"I am still less confident in my ability... probably around 50 percent." (IA8-P4)

5	Feel unsure of her ability and still confused to operate mediated technology.	“I’m not sure... I still... confused about operating technology-based media.” (IA8-P5)
6	Feel confident in their ability to use technology-based media in the classroom.	“I am confident in my ability... can also handle the obstacles that occur in the classroom.” (IA8-P6)
7	Feel quite confident in their abilities because they have prepared well before starting the lesson to minimize the obstacles.	“I am quite confident in my abilities... I also prepared carefully... To minimize the occurrence of obstacles that occur.” (IA8-P7)
8	Feel less confident in integrating technology because sometimes there are some technologies that teachers do not know and have to learn them first before using them.	“50-50... sometimes... some technologies... I am not familiar with... I have to learn them before using them...” (IA8-P8)

Table 10. 9 teachers' reflection and professional growth

Pre-service EFL Teacher	Teachers' reflection	Representation
1	Will find out more about interesting websites and online web games for learning.	"I will find out more about..." (IB1-P1)
2	Often reflect at the end of meetings in learning and will study again related to what has been reflected and also look for references about the latest technologies.	"For reflection at the end of learning... to add my pedagogical knowledge, I... learn more... browse and look for more references relating to the technology that I used." (IB1-P2)
3	Will reflect on non-optimal teaching activities related to integrating technology and will study again to optimize for the next meeting.	"I will reflect on activities that are not optimal... I will also study again to optimize my learning for the next meeting." (IB1-P3)
4	Will explore the latest technology-based media.	"I will explore more... related to the latest technology-based media." (IB1-P4)

5	<p>Will prepare more before teaching and also prepare the technology or media that will be used properly.</p> <p>Will find out more about new technology media and also study well the teaching modules that will be used during teaching practice.</p>	<p>“When I am less prepared... I will prepared more, by learning from mistakes... preparing the technology and media... studying module... searching up the latest technology-based media.” (IB1-P5)</p>
6	<p>Will take notes and also evaluate the meeting on that day so that no mistakes occur in the next meeting. Will look for the latest media.</p>	<p>“I will take notes or evaluate today’s learning... I will also browse for some newest media...” (IB1-P6)</p>
7	<p>Will reflect at the end of the lesson and also evaluate mistakes during teaching practice.</p>	<p>“I will do a reflection at the end of the lesson... evaluate the mistakes...” (IB1-P7)</p>
8	<p>Will reflect on their learning, if there are obstacles related to integrating technology,</p>	<p>“I reflect on my learning... if there are problems... I have to think about how to solve them in class... I have to change to another technology...” (IB1-P8)</p>

	teachers will think about overcoming these obstacles or teachers must change the type of technology-based media used.	
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Table 10. 10 pre-service EFL teachers' experiences in formal education

Pre-service EFL Teacher	Teachers' Experiences	Representation
1	Had taken courses related to EFL teaching, such as microteaching class and then supported with courses related to learning technology such as TELL and ICT.	"... I have attended microteaching, Technology-enhanced Language Learning, and ICT-based Language Material and Development classes." (IC1-P1)
2	Have attended microteaching classes in college.	"I've attended formal education... microteaching class..." (IC1-P2)
3	Had participated in microteaching classes in college.	"I have participated... microteaching class." (IC1-P3)

4	Have taken microteaching classes, and also TELL and ICT courses related to knowledge about technology in lectures.	“I have taken microteaching, Technology-enhanced Language Learning, and ICT-based Language Material and Development classes.” (IC1-P4) ”
5	Have taken microteaching classes, and also TELL and ICT courses.	“I have studied in courses... namely ICT, TELL, and also microteaching.” (IC1-P5)
6	Have attended microteaching courses, and also get information about technology and websites from ICT-based learning courses.	“I participated in learning on campus... microteaching subject... and also ICT-based learning subject.” (IC1-P6)
7	Have attended microteaching and ICT courses.	“I... attended formal education in microteaching course and also ICT.” (IC1-P7)
8	Have attended formal education in TELL, ICT, and also microteaching courses during 5 th and 6 th semester.	“I have had experience participating... TELL, ICT-based, and microteaching courses... 5 th and 6 th semester...” (IC1-P8)

Table 10. 11 pre-service EFL teachers' participation in seminars or workshops

Pre-service EFL Teacher	Teachers' Participation	Representation
1	Have never attended a workshop.	"So far, I have never attended a workshop." (IC2-P1)
2	Have never attended seminars or workshops related to integrating technology into learning.	I haven't joined... " (IC2-P2)
3	Have never attended seminars or workshops.	"I have never taken seminars or workshops." (IC2-P3)
4	Only attended courses related to integrating technology into learning, but never attended seminars and workshops outside.	"I haven't joined any seminars or workshops." (IC2-P4)
5	Have never attended workshops related	"I have never been to a workshop." (IC2-P5)

	to integrating technology into learning.	
6	Have never attended seminars and workshops so far.	“I have never joined workshops or seminars related to the technology integration.” (IC2-P6)
7	Have never attended a workshop, but teachers explained that they often use YouTube to view tutorials related to integrating technology into learning.	“I have never attended a workshop... often see tutorials... on YouTube.” (IC2-P7)
8	Have never participated in seminars or workshops.	“So far I have never joined seminars or workshops.” (IC2-P8)

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