

**ALIGNING EFL PRE-SERVICE TEACHERS'  
BELIEFS AND PRACTICES IN TECHNOLOGY  
LEARNING ERA THROUGH CALL IN THEIR  
INTERNATIONAL TEACHING PRACTICUM**

**A FINAL PROJECT**

Submitted in Partial Fulfillment of the Requirement  
for the Degree of Bachelor of Education  
in English Language Education Department



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**2023**

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THROUGH CALL IN THEIR INTERNATIONAL  
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Is definitely my the own work. I am completely responsible for the content of this thesis. Writer's other opinion or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, 11<sup>th</sup> of December 2023

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I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munasosyah session.

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Maka nilai bimbingan skripsinya adalah (.....3.8.....)

three point eight

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Dengan ini agar dapat digunakan sebagaimana mestinya.

*Wassalamu 'alaikum, wr. wb.*

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## ABSTRACT

Title : **Aligning EFL Pre-Service Teachers' Beliefs and Practices in Technology Learning Era through CALL in Their International Teaching Practicum**

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While existing research extensively examines the factors shaping EFL instructors' attitudes toward technology in international teaching practice, there is a notable scarcity of studies exploring the opinions and beliefs of EFL pre-service teachers. The purposes of this study were to describe and explain the belief and practices of pre-service teacher in the application of CALL during their international teaching practicum. Qualitative approach in line with case study was used as the research method to finally find some possibilities to varied information and participants' perspective of their direct experiences in their international teaching practicum. The participants of this research were 2 EFL Pre-service teachers from Walisongo State Islamic University in the academic year of 2023 who did their international teaching practices. The data were collected through interviews, observations and document analysis then the data were analyzed by data reduction, data display and conclusion drawing or verifications. The findings showed that the Pre-service teachers have a positive belief in accepting that CALL can give them many benefits she can apply and use in their teaching practice, technology is a habit for them, and trusting that technology signifies a collective confidence potential of technology to shape the future of language education positively. In practice, it was indicated that both pre-service teachers have opted for the integration of technology in a limited number of activities. This inclusion of technology, notably, is confined to specific tasks

that serve to enhance and support the teaching process, rather than positioning technology as the principal instrument for delivering instructional content.

**Keywords** : *Belief; CALL; International Teaching Practice; Practices; Pre-service Teachers*

## **MOTTO**

*“.....”My Lord! Inspire me to ‘always’ be thankful for Your favors which You blessed me and my parents with, and to do good deeds that please You. And instil righteousness in my offspring. I truly repent to You, and I truly submit ‘to Your Will’ ”*

*~QS: Al-Ahqaf:15~*



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*Bismillahirrahmanirrahim,*

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In arranging this thesis the writer realizes that she could not finish the thesis without help and support of others, whether directly or indirectly. The writer would like to give the deepest gratitude and appreciation to:

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Semarang, 11<sup>th</sup> of December 2023

Sincerely,



**Minka Faiza Banati**

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## **LISTS OF TABLES**

TABLE 4.1 Components and Representation of Teachers' Belief

TABLE 4.2 The Implementation of Teacher Practices

TABLE 4.3 Teacher's A description of Sample of Implementation

TABLE 4.4 Teacher's B description of Sample of Implementation

TABLE 4.5 CALL implementation of Teacher A

TABLE 4.6 CALL Implementation of Teacher B

TABLE 4.7 Synchronicity of Belief and Practices in CALL

## **LISTS OF APPENDICES**

APPENDIX 1 : Interview Questions

APPENDIX 2 : Interview Results

APPENDIX 3 : Observation Result

## TABLE OF CONTENT

### Contents

THESIS STATEMENT.....	ii
RATIFICATION.....	iii
ADVISOR NOTE.....	iv
THESIS GUIDANCE SCORE.....	v
ABSTRACT.....	vii
MOTTO.....	ix
ACKNOWLEDGEMENT AND DEDICATION.....	x
LISTS OF TABLES.....	xii
LISTS OF APPENDICES.....	xiii
TABLE OF CONTENT.....	xiv
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background.....	1
B. Research Questions.....	4
C. Research Objective.....	5
D. Research Significance.....	5
CHAPTER II.....	6
REVIEW OF RELATED LITERATURE.....	6
A. Previous Research.....	6
B. Theoretical Review.....	9
1. Definition of pre-service teacher.....	9

2. Pre-service Teachers' Belief .....	10
3. Teaching Practices.....	12
4. Computer Assisted Language Learning (CALL) .....	13
5. The Use of Technology in EFL Class .....	15
6. International Teaching Practice .....	16
CHAPTER III.....	18
METHODOLOGY .....	18
A. Research Design .....	18
B. Research setting.....	19
C. Research participants.....	20
D. Research Focus.....	20
E. Method of Collecting Data .....	21
F. Instruments .....	23
G. Method of Analyzing data .....	24
CHAPTER IV .....	28
RESULT AND DISCUSSION.....	28
A. Findings.....	28
B. DISCUSSION .....	57
CHAPTER V.....	60
CONCLUSION .....	60
A. Conclusion.....	60
B. Suggestions.....	61
REFERENCES.....	63
APPENDICES.....	74

# CHAPTER I

## INTRODUCTION

In this study, we delve into the intersection of beliefs and practices among EFL pre-service teachers during their international teaching practicum, with a focus on aligning them in the context of technology-enhanced learning. As the landscape of education evolves in the digital era, exploring the integration of Computer-Assisted Language Learning (CALL) becomes paramount. This introduction sets the stage for understanding the dynamics between teachers' beliefs and the practical application of technology in the EFL classroom, specifically during international teaching practicum experiences.

### **A. Background**

21<sup>st</sup> century skills bring a critical component in term of Information and communication technology (ICT), which action in participating and contributing to society as a global citizens and workers are not only need skill but also a must have skill (Caena & Redecker, 2019). The demands of technology associated with teacher and education are even more decisive. Strong desire of using ICT then followed by the

increase of computer-assisted language learning (CALL), This prompts the provision of multiple tools and opportunities to create environments that adhere to language learning principles (Valtonen et al., 2015). Therefore, in language skills and language learning, ICT and CALL are both sustainable, then, educators need to master CALL. Pre-service teachers, who will be future teacher, must be prepared to use technology for learning and teaching (Park & Son, 2022). In addition, educators' technical pedagogical subject understanding is necessary for successful technology adoption in EFL situations (Aniq & Drajadi, 2019).

Several research have looked into how CALL might improve strategic language acquisition, concentrating on the usage of particular actions (Blume, 2020). Many CALL practitioners in a variety of contexts may find it feasible to achieve the benefits of building technology-enhanced classrooms that improve language skills and areas, foster a positive learning environment, and give pre-service teachers opportunities for professional development (Kuru Gönen, 2019). Recent studies in teacher education have shown that the amount and quality of in-program technology experiences for pre-service teachers have a major role in shaping new teachers' adoption and deployment of CALL (Lawrence & Tar, 2018),



although a research from Chai *et al.*, has mentioned another fact that new technologies bring evolvement from teacher-centered to students-centered learning where the only sources of learning is not only from teacher.

Candidates in pre-service teacher education bring robust, potentially foundational convictions about teaching into their teacher education programs; in philosophical perspectives, beliefs are seen as the center of change in the teacher education program. There's a widely shared consensus on defining beliefs as psychologically held perceptions, principles, or statements about the world that one feels to be true. Beliefs are measurements that the person who holds them accepts as real.

Pre-service teachers have a rare opportunity to "try on" some professional roles during teaching practices or teaching practicums and learn more about what it means to be a teacher in the real world (Sulistiyo et al., 2022). Teaching practicum is one of the requirements that students must fulfill, especially those who are from education department. International teaching practicum has been part of practice in many universities in developed countries (Azizah, 2016). Recently, Walisongo state Islamic university (UIN Walisongo) arranged an international teaching practice at Sekolah Indonesia Kuala

Lumpur (SIKL) in Malaysia for 4 pre-service teachers from English Department.

However, studies focusing on the opinions and beliefs of EFL pre-service teachers are less prevalent, despite the fact that there are a lot of studies on the variables influencing EFL instructors' attitudes toward technology in their international teaching practice. Although programs for teacher education offer courses on educational technology to encourage the use of CALL by their pre-service teachers, technology is not frequently used during teaching practicums (Valtonen et al., 2015). This fact brings the researcher to conduct this study.

## **B. Research Questions**

Based on the background above, researcher formulates the research questions as follow:

1) What are EFL Pre-service teachers' beliefs in CALL as the manifestation of teaching in technological learning era?

2) How is the EFL Pre-service teachers' representation of the belief in their teaching practices?

3) How is the alignment of pre-service teachers' belief with their teaching practices?

### **C. Research Objective**

The objective of the study are explaining and describing the belief and practices of pre-service teacher in the application of CALL between Pre-service teachers' belief and their classroom, practices during their international teaching practicum.

### **D. Research Significance**

Theoretically, the result of the study are expecting to give worthy contribution to English teaching and learning science, especially for pre-service teacher because it can give them sight about handling and knowing their belief to prepare their readiness to be a teacher.

Practically, the research expected to provide information for pre-service teacher about some factors that can affect their belief in the teaching practices. The research also provide CALL that can be implemented during the class and have new way of teaching. The last, researcher was expecting to this research be reference for other researchers and gave the sources of information.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

The purpose of this chapter is explaining how to carry out a literature review for textual and interpersonal meaning analysis. The theoretical framework contains literature reviews on the range of definition of pre-service teacher, pre-service teachers' belief, teaching practices, Computer Assisted language learning (CALL), the use of technology in EFL class and international teaching practicum.

#### **A. Previous Research**

(Kuru Gönen, 2019) stated that an effective teacher preparation program that integrates technology must concentrate on a learning process that includes practical experience with the tools. The study's findings make it clear that pre-service teachers require instruction that will give them the foundational knowledge needed to connect technology to pedagogical goals. The findings also imply that technology can be a useful teaching and learning tool when pre-service teachers are given opportunities to incorporate it into their language practices.

(Fang, 1996) concluded that Pre-service teachers' beliefs are influenced by their prior language learning experience. The result of the study discussed about pre-service teachers' belief divide teacher education program to three perspectives. First off, pre-service EFL teachers carry beliefs from years of education that have a big impact on what and how they learn to teach. Second, the focus of change in the educational process is the beliefs of EFL pre-service teachers. This implies that forming beliefs should be one of the objectives of teacher education. Third, the ideas of EFL pre-service instructors impact their actions and words in the classroom.

(Fakhomah et al., 2020) found that teacher has high belief towards CALL integration in teaching and learning English. The study also shows that the participants also implies CALL integration in her classes, such as explaining the materials trough power point or YouTube, giving quiz trough Google Form, and giving them task trough Google form. The positive belief is also mentioned that participant gets advantages from integrating CALL in her classes, such as save energy and efficient.

(McGarr & Gavaldon, 2018) mention in his research result, although pre-service teachers seem to be in favour of

using ICT in the classroom, it appears that teaching is still a "performance" in which technology can help teachers, albeit only slightly. Their talk lacked the more student-centered descriptions of use that are common in the ICT literature. This emphasis on technology over the type of learning that students are doing may also be a reflection of their professional development stage, where worries about their ability to "teach" themselves take precedence over worries about the depth of students' learning.

(Taimalu & Luik, 2019) found a positive effect from constructivist pedagogical beliefs and a negative effect from traditional beliefs. The results also demonstrate that knowledge of technology and its integration had a significant direct influence on both technology integration and self-efficacy beliefs for using technology. But the results also showed that no significant direct effect was found between beliefs about the value of technology use and technology integration or between self-efficacy beliefs for using technology and its integration.

(Bice & Tang, 2022) found that teacher responses to the survey revealed more teacher-centered beliefs and practices among faculty that student-centered ones. It also revealed that they frequently used technology to provide a

visual for students, which often involved using presentation software. They view technology as an extra components that could be added into their instruction but was not necessary.

## **B. Theoretical Review**

### **1. Definition of pre-service teacher**

According to Taneja (2000), a pre-service teacher is someone who enrolls in an internship programme, field studies, school-based experience, or teaching practice. It is different from other professions, because of their prior experiences as students, pre-service teachers frequently bring strong attitudes and beliefs about what makes good teaching and good teachers to their preparation (Sirotnik, 2001). However, pre-service teachers have less preparation to teach students with diverse needs and abilities. There are many factors can affect the fact of their less preparation, first the amount of time they are allotted for coaching in pre-service teacher education program is limited, they are learning more about the theory than the practice, other factor can be found also when the teacher

they are placed demands them to teach a huge number of students (Hemmings & Woodcock, 2011).

Pre-service teacher education program aims to prepare the graduated students become qualified teacher with a good quality equipped with teaching practice that will provide experiences and knowledge to fill the increasing demands of teaching profession (Bransford, Darling-Hammond & LePage, 2005).

## **2. Pre-service Teachers' Belief**

Philosophers, social psychologists, anthropologists, and academics in "derivative" fields like business, education, organizational theory, and nursing have all investigated beliefs. There's a widely shared consensus on defining beliefs as psychologically held perceptions, principles, or statements about the world that one feels to be true. Beliefs are measurements that the person who holds them accepts as real.

Thus, beliefs act as "powerful filters that shape how an individual sees the world, sees other people, and sees oneself" (Nelson & Guerra, 2009, p.70). As such, beliefs are inferred from a person's words and actions rather than being observable (Pajares, 1992a). In the literature, the



terminology and descriptions of teacher beliefs are diverse and difficult to pin down due to the implicit, unobservable, and intricate nature of these beliefs in relation to one's knowledge and genuine convictions (Prestridge, 2012).

Two approaches have been used to examine the significance of beliefs in teacher education: a philosophical one and a psychological one. Candidates in pre-service teacher education bring robust, potentially foundational convictions about teaching into their teacher education programs; in philosophical perspectives, beliefs are seen as the centre of change in the teacher education programme.

(Rath, 2003) suggested on his Teachers' beliefs are primarily influenced by three sources: their own experiences, their experiences with formal education and instruction, and their experiences with schools. The most important of these sources for teacher candidates is experience with schooling and instruction. Three categories are proposed by Fang (1996) to define the role of teacher beliefs in EFL teacher education: The views of pre-service EFL teachers Regarding EFL students and EFL instruction. Regarding teaching EFL. 3) About pedagogical expertise or subject matter related to EFL. Regarding oneself. Regarding professional growth. Pre-

service teachers clearly have certain beliefs while they are learning how to teach, some of which might be "detrimental" to their own language acquisition or the language acquisition of their future students. As "personal theories the teachers hold about the nature of language learning, the nature of the larger educational process, and how it may be best taught," language teachers' beliefs can be conceptualized in this way (Breen et al., 2001).

L. Minor. *Et.al* (2002) stated in their investigation into the impact of education programs on pre-service teachers' beliefs, the pre-service teachers' perceptions of teaching and learning shifted from being that they were passive activities in which they imparted knowledge to students to being that they were active processes in which teachers should facilitate learning (Minor et al., 2002).

### **3. Teaching Practices**

The preparation of future teachers is accomplished in part through teaching practice. The practice of teaching is a task that helps pre-service teachers get practical training before they begin teaching. The teaching practice programme uses exercises from various everyday school life activities, as well as teaching methods, teaching

strategies, teaching principles, and teaching techniques. It also includes practical training (Breen et al., 2001). It is also a suitable way for pre-service teachers to put the knowledge they have learned in the classroom to use.

Teaching practices or teaching practicum of pre-service teachers have a rare opportunity to "try on" some professional roles and experience what it's really like to be real teachers. The classroom is evolving as a result of new technological advancements and studies into human thought. In order to develop educational technology research in exciting new areas, new generations of educational technology are moving toward models and theories that are anticipated to provide the required insights.

#### **4. Computer Assisted Language Learning (CALL)**

Computer assisted language learning (CALL) is the search for and study of applications of the computer in language teaching and learning. CALL's primary goal is to identify strategies for teaching and learning the language via computer use. With the help of the application, students can study, explore, create knowledge based on their needs and interests, and manage their own learning (Riazi, 2014). The main aim of CALL is thus to find ways for using

computers for the purpose of teaching and learning (Torat, 2000). Another definition for CALL is any process in which a learner uses a computer and as a result improves his or her language (Beatty, 1992).

For alternative methods of teaching modern foreign languages, the use of CALL is appropriate. It is possible for students to learn a foreign language effectively by utilizing a variety of educational technologies that both enhance the quality of instruction and fortify the learning environment (Başöz & Çubukçu, 2014) . Education programs for educators may be able to better prepare teachers to use technology inside and outside the classroom if they have a better understanding of when and why foreign language teachers use it (Hlas et al., 2017).

CALL technologies can support learning in a number of ways, providing feedback, enabling pair and group work, promoting exploratory and global learning, increasing student achievement, providing access to authentic materials, fostering greater interaction, individualizing instruction, and creating opportunities to gain from a variety of sources rather than focusing on a single source (Kiliçkaya, 2009).

## **5. The Use of Technology in EFL Class**

Today's world would not function without technology, and teaching foreign languages is no exception (“International Journal of English Language and Translation Studies,” 2020). The emergence of new technology and research about how people think is changing the classroom. In order to develop educational technology research in exciting new areas, new generations of educational technology are moving toward models and theories that are anticipated to provide the required insights. The learner can take a more active role in their own education thanks to technology. Technology enables personalised interactive multimedia information storage, transfer, and retrieval (Anggeraini, 2018).

The utilization of technology in EFL classrooms, for teaching, learning, practice, and assessment, has consistently been a deeply considered topic among researchers and educators in English language teaching. Incorporating computers in EFL classrooms enables the presentation of diverse multimedia content, featuring both educational and authentic language models, accessible with individual control (“International Journal of English Language and Translation Studies,” 2020).

The success of integrating technology into language teaching is not solely dependent on hardware or software; rather, it hinges on the educators' ability to plan, design, and execute effective educational activities. Many EFL teachers engage with and create authentic materials for their classrooms, encompassing various forms of communication. These materials include: a) listening materials like radio news, rock music, TV shows, comedies, movies, and cartoons; b) visual materials like picture books, slides, photos, street signs, paintings, and postcard pictures; c) printed materials like postcards, city maps, train and airplane maps, and greeting cards; and d) realia, such as puppets, walkie-talkies, and phones. An illustrative example of technology in EFL classrooms is the widely utilized Google Classroom application.

## **6. International Teaching Practice**

International fieldwork programs have been available for pre-service teacher students since the 1970s, allowing them to spend time living and teaching in cultures and systems of instruction that are distinct from their own (Parr & Chan, 2015). Typically, according to research, pre-

service students who participate in an international practicum gain new skills and pedagogical approaches through observing and collaborating with people in various settings, thus becoming "empowered" by the experience.

Studies claimed a range of benefits for individual PSTs including: improved intercultural knowledge and understanding (Marx & Moss, 2011) (Santoro & Major, 2012); increased confidence and resilience (Jin et al., 2020); enhanced employability (Parr & Chan, 2015). International teaching practice offers the opportunity to gain a global perspective, experience diverse education systems, develop cultural competence, enhance adaptability and flexibility, foster cross-cultural communication, build a network of international contacts, and enrich personal and professional growth through immersion in new teaching methodologies and cultural experiences.

## **CHAPTER III**

### **METHODOLOGY**

This chapter contains research's methodology that consists of research design, research setting, research participant, data collection method, data collection procedure, and data analysis.

#### **A. Research Design**

The study adopted a qualitative approach in line with the use of case study as research strategy to finally find possibilities to have varied information and participants' perspective of their direct experiences (Chai et al., 2010). Bogdan and Taylor (1982) states that A qualitative approach is focused on the individuals and background, while descriptive data from people's written or spoken words and observable behavior are produced as a result of the research procedure in a holistic manner. Qualitative research is suitable for knowing the variable of research problem and exploring more about the research. Given the attention to various indicators and factors affecting the pre-service teachers' belief in their practices to use CALL for teaching, this method was considered most appropriate in collecting the data.

Moreover, the researcher used study case method as the research design. Case study is particularly helpful to use when



one needs to understand a problem, event, or phenomenon in detail within the context of everyday life (Slight et al., 2011). By using the research design, the researcher can get the deep understanding in the result related to pre service teachers' beliefs and practices, the indicator affected their belief and their strategy in implementing CALL.

## **B. Research setting**

This research was conducted at Sekolah Indonesia Kuala Lumpur (SIKL) as a part of collaboration with Walisongo State Islamic University. Walisongo State Islamic University sent 4 students, include the researcher, from English Education Department to conduct teaching practicum in SIKL, Kuala Lumpur, Malaysia, but for some reasons the researcher took only 2 students to be observed. The practicum carried out for 15 days from 5<sup>th</sup> – 24<sup>th</sup> of May 2023. During the practicum, each pre-service teacher had opportunities in teaching Senior High School and Elementary level. This program was a required course and program of education department. This was an internship program in which pre-service teachers carry out teaching practices.

### **C. Research participants**

The participants were chosen based on purposive sampling strategy (Patton, 2002) as the person conducting the research relies on their judgment to choose the members who are part of the study. All participants were enrolled in English Education department of Walisongo State Islamic University. There were 2 participants from the 6<sup>th</sup> semester as the object of observation in this research and were chosen as they do international teaching practices in the semester. Those who have graduate from ICT, LTM and TELL courses from their college are awarded to become the participant of the research because the researcher need to collect the data about CALL, therefore the researcher choose take those qualifications.

### **D. Research Focus**

The research focuses on investigating the limitation of belief and practices from 2 pre-service teacher from 6<sup>th</sup> semester of Walisongo Islamic State University in the academic year of 2023 in the application of CALL during their international teaching practicum.

## **E. Method of Collecting Data**

### **1. Interview**

Interviews are flexible data collection strategies because they permit the use of several sensory channels, including spoken, heard, and non-verbal (Cohen et al., 2018). Interviewing is the method employed, with a concentration on semi-structured interviews. Because semi-structured interviews give the interviewer greater flexibility to follow up on any angles they deem significant, they can better leverage the knowledge-producing potential of dialogues. Additionally, a semi-structured interview offers the interviewer more freedom to direct the conversation toward topics they believe are crucial to the research study (Leavy, n.d.).

### **2. Observation**

To obtain data related to the practices of pre-service teacher, the researcher did observation. In case study research, observations are typically close-up accounts of occasions, happenings, and incidents that provide specific context for the study's findings. Time, location, particular incidents, transactions, and conversation were all noted by the researcher, who also

made note of the people and setting's characteristics (Leavy, n.d.). Sugiyono 2021 divided kinds of observation to three kinds: 1) Participatory observation is the process of involving the researcher in the person being observed's everyday activities or using them as a source of research data. 2) Frank observation, in which the researcher collects data, states frankly to the data source, in fact he is currently conducting research. 3) Unstructured observation is an observation that is prepared systematically about what are observed (Sugiyono, n.d.). According to Schumck (1997), observation provides a means of regulating nonverbal emotional expression, assessing participant interaction, comprehending how individuals interact with one another, and monitoring the duration of time dedicated to different activities.

### **3. Document Analysis**

(Fischer, 2006) defined documents analysis as a methodological process for examining or assessing written and electronic documents. To support the data from Interview and Observation, researcher also collected the documents to be analyzed.

## **F. Instruments**

According to Sugiyono (2021), a research instrument is a facility or tool that the researcher uses to gather data in order to facilitate their work and produce better results. The simply words, instruments are ways to collect the data to find a best result. There are 2 research instruments used by researcher:

### **1. Interview**

A semi-structured interview before teaching practicum were conducted with each teacher (see appendix A). The interview was done before teaching practicum so researcher could compare their statement with their practices. Open-ended questions were needed to find all the indicators of belief, factor affected their belief and problems they face in implementing CALL. Interview was a suitable method to be applied in this research because the researcher could explain the questions more detail to the participants. The interview is audio-taped and transcribed. However, as more questions were required to address particular remarks made by the participants, they were added. Researcher used interview as media of triangulation data

### **2. observation**

Researcher finds observation method is useful in a variety of ways. Through participant observation, which they find useful in verifying the definitions of terms used by participants in interviews, the researchers are able to keep an eye on events that informants may not be able or willing to share during interviews, and they become aware of any inaccurate or distorted information those informants may provide. The participants were observed for couple hours in their teaching practicum in order to cross-check the observed belief, behavior, verbal reactions and feelings with the interview results of the participants

### 3. document analysis

Researcher used document analysis to support the data in Interview and Observation. Lesson plans are collected from 2 Pre-Service Teachers to be analyzed in the used of CALL in their teaching practices.

## **G. Method of Analyzing data**

Technique data analysis based on miles and huberman (1994) is used by the researcher to analyze the data which is involving three steps: data reduction, data display and conclusion drawing/verification.

### a. Data reduction

Data reduction is the first step in analyzing qualitative data using data analysis technique by Miles and Huberman. Data reduction entails summarizing, selecting the essential elements, concentrating on what matters, and searching for themes and patterns. (Sugiyono, n.d.). For the first step researcher collected data about belief and its implementation on integrating CALL through interview and observation. Transcribing data is the next thing the researcher do and displaying the data in the form of descriptive.

b. Data display

Display is a structured, condensed compilation of data that enables inference and action (miles and huberman 1994). Data reduction and display are predicated on the above-mentioned formulations of the research problem. This stage is carried out by providing a set of organized data from which conclusions can be drawn. This is necessary because qualitative research, which frequently takes the form of narratives, requires simplification.

c. Conclusion drawing/verification

The final stage of this data analysis is the formulation and validation of conclusions. As the analyst moves

forward, conclusions are also checked. Following the collection of data and the creation of a temporary conclusion, the conclusion drawing process begins. To put it another way, conclusions are continually examined and their validity confirmed in order to arrive at the ideal conclusion regarding the teachers' beliefs and the incorporation of CALL.

The interview is categorized as questions related to belief and technology applied in the classroom, while the practices are added after the observation. Each transcribed interview is read multiple times to identify patterns of belief expressed by each participants. This is followed by interview quotes to support espoused belief and enacted practices.

Supporting the interview, observation is also a way to obtain the data of teacher practices. Observations are done after interview session so researcher could cross check the belief they have and the practices. Participants were observed during their teaching practicum directly or through the video taken by researcher in case it brings inconvenience to students and pre-service teacher.



However, naturalistic observations are very important in highly politicized environments, where individuals in interview may try to elude the “truth” or press that their view is the “right” view of the situation(Leavy, n.d.).

## CHAPTER IV

### RESULT AND DISCUSSION

This chapter consist of two sections, there are the results of the research that answering research question and the discussion of the research. The results of the research are collected from the analyzed data from interview and observation.

#### A. Findings

1. EFL Pre-service Teachers' Beliefs in CALL as the Manifestation of Teaching in Technological Learning Era

Belief's definitions found in Merriam Webster dictionary are: 1) A state or habit of mind somebody has faith or confidence in something or someone. 2) Something that is acknowledged, considered to be true, or maintained as a viewpoint: something believed. 3) Conviction of the truth of some statement or the reality of some being or phenomenon especially when based on examination of evidence. Based on those definition, the writer conclude three components of belief to acceptance, habit, and trust in the table 4.1 below.

Table 4.1 components and representation of teachers' belief

Participants	Components of belief	Representation of Teachers' belief
Pre-service teachers	Acceptance	<p><b>Accept</b>  (I accept that...) A6  (.....my students become more active, enthusiast and challenged) A3  (..... many benefits we can get by the practice of CALL)  B1</p>
	Habit	<p><b>Frequent</b>  (I often use technology when teaching....) A7  (obviously, I implement it in my daily life.....) A8  ( ... mostly I used Power Point...) B7</p>
	Trust	<p><b>Trust</b>  (I think technology enhancement is very influential.....) A1  (I really believe that technology can support....) A9  (I think technology has important role in learning) A2  (I'm very interested.....) B2  (Yes, I'm Sure....) B9</p>

Teacher A is a passionate supporter of using technology in the classroom. She has positive view in the acceptance in her teaching as she mentioned “*I accept that technology supports students learning...*”, “*.....my students become more active, enthusiast and challenged.*”. Her enthusiastic support is based on observable student improvements, such as higher activity levels, heightened enthusiasm, and a visible sense of challenge. For Teacher A, technology is more than just a tool, it's the inspiration behind improvements in the process of learning a language. On the other hand, Teacher B acknowledges the fundamental advantages of technology and is in favor of its adoption. She also stated that “*..... many benefits we can get by the practice of CALL*”, she accept that CALL can give her many benefits she can apply and use in her teaching practice.

In the component of habit, the way that Teacher A integrates technology goes beyond acceptance—rather, it becomes second nature. Its use is noteworthy because technology is incorporated into lessons on a daily basis. She mentioned “*I often use technology when teaching in*

*class... "I also implement technology in my daily life..."*. Teacher A's method is based on her belief that regular use of technology improves student performance and participation. Teacher B acknowledges the value of technology in the classroom, although less often than Teacher A. Based on her statement *"I use power point in almost every day of my teaching..."* PowerPoint shows itself as a dependable ally, demonstrating a useful adaptation to technology as a helpful instructional tool.

The last component is Trust. The element of trust emerges as a foundation in the beliefs both in teacher A and Teacher B. Teacher A firmly believes that technology can have a positive impact on education. Teacher A mentioned *"I think technology enhancement is very influential....."* *"I think technology has important role in learning"*. Teacher B expresses a sincere curiosity and confidence in the use of technology in education. This trust is based on the understanding that technology can be an effective tool for learning. The trust between both teachers signifies a collective confidence potential of technology to shape the future of language education positively.

## 2. EFL Pre-service Teachers' Practices in CALL as the Manifestation of Teaching in Technological Learning Era

### 2.1 Sample of Technology used and the EFL Pre-service Teachers Practices in CALL

In the ever-changing landscape of education, technology integration has become essential, especially in language teaching. This research delves into the intricate relationship between technology and English as a Foreign Language (EFL) pedagogy, specifically focusing on its utilization in the practices of pre-service teachers. Embracing the rise of Computer-Assisted Language Learning (CALL), the study aims to uncover the diverse range of technological tools used by EFL pre-service teachers. By highlighting these innovative practices, the goal is to explore how technology not only enhances traditional teaching methods but also influences the competency and preparedness of future educators in the dynamic field of language instruction.

Table 4.2 the implementation of teacher practices

Teacher	Teaching Practice
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Teacher A	<b>Technology</b> Teacher A. used Power Point, Wheels of names, Pictures and Smart TV
	<b>Material</b> Transportation and Telling Time
	<b>Method</b> Scientific Instruction
	<b>Sample of implementation</b> Teacher A used Wheels of Name as one of platforms in her teaching. She wrote all the names of the students in the class and wheels of name to choose a volunteer to do exercises.
Teacher B	<b>Technology</b> TB used Power Point, YouTube, Smart TV
	<b>Material</b> Songs
	<b>Method</b> Genre Based Learning
	<b>Sample of implementation</b> Teacher B used song material. She used Youtube completed with smart TV. She showed the lyric of a song

	and invited the students to find the difficult vocabularies and find the meaning of it
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Both teachers demonstrate a belief in the versatility of CALL tools, utilizing them to enhance student interaction and engagement. The incorporation of technology becomes a catalyst for turning passive learner into enthusiastic contributors. The intentional selection of materials and methods aligns with pedagogical beliefs, emphasizing real-life contexts and contextual language learning. Then, to describe every implementation of the technology, below are the descriptions of implementations' samples of every teacher.

The table below presents learning activities that teachers currently carry out in preparing "Time and Transportation" materials, supported by technology such as Wheels of name and Smart TV as tools. The discussed material pertains to the 4th grade of Elementary School. This data is derived from ongoing document analysis, specifically lesson plans created by pre-service teachers.



The writer has performed data reduction to extract only the necessary information.

Table 4.3 Teacher A's Description of sample of implementation

<b>Stages</b>	<b>Activity</b>	<b>Technology Implementation</b>
<b>Observing</b>	Teacher ask some students about how they go to school and in what time	*teacher used smart TV and Power Point as technology tools to support her materials
	Students observe the example sentences about how their friends go to school and what time	
<b>Questioning</b>	Teacher stimulates the students to find the differences between the	

	examples by asking question	
<b>Exploring and Associating</b>	Teacher selects students using the wheels of name and asks questions related to telling time	*teacher used wheels of name as a supporting media in forming a turn taking activity
	The student comes forward and answer the question on the Smart TV	
	Teacher explains the material about telling time	
<b>Communicating</b>	Teacher invites students to translate the example of sentences about transportation and telling time	

	The students try to translate the sentence	
<b>Creating</b>	Teacher asks the students to do the student's worksheet on transportation and telling time.	

In the aforementioned table, Teacher A utilizes a technology platform exclusively for turn-taking activities and employs the Smart TV as a technological tool. Scientific instruction serves as the chosen method for the material, involving five stages: observing, questioning, exploring and associating, communicating, and creating. However, in the exploring and associating stages, Teacher A falls short of proper implementation. During the exploring stage, students are expected to independently explore the material, with the teacher guiding them in the right direction. In the associating stage, the teacher is supposed to provide a correct explanation of the discussed material. In the creating stage, Teacher A merely instructs

students to complete worksheets, whereas the ideal approach involves creating a project at this stage.

Exploring innovative teaching methods, Teacher B takes a distinctive approach in her middle school classroom. Focused on 8th-grade students, she employs Genre-Based Learning with "song" as the core material. This analysis delves into the details of Teacher B's strategy, examining how the fusion of genre-based learning and musical content enhances the learning experience. The goal is to uncover insights into the effectiveness of this approach and its broader implications for teaching practices.

Table 4.4 Teacher B's Description of sample of implementation

<b>Stages</b>	<b>Activity</b>	<b>Technology implementation</b>
<b>(BKoF) Building Knowledge of Field</b>	The teacher invites students to sing together with Youtube Media	The implementation of technology in term of media such as YouTube and Smart TV

	<p>The teacher asks the students to mention the meaning of the song</p>	
	<p>The teacher asks students to see the lyrics on the smart TV and find the difficult word</p>	
<p><b>(MoT) Modeling of Text</b></p>	<p>The teacher tells the students some words that students still don't find the meaning of and asks students to exchange other difficult</p>	

	words to their friends	
<b>(ICoT)Independent Construction of Text</b>	Teacher asks students do the task by themselves	
<b>(JCoT) Joint Construction of Text</b>	The teacher asks students to exchange their work with their friend and correct it together.	

The data reveals that Teacher B currently utilizes YouTube and Smart TV in her classroom practices. Unlike Teacher A, who employs technology as a supplementary tool, Teacher B integrates it as the primary means of delivering instructional material. Teacher B adopts Genre-Based Learning (GBL) as the ongoing methodology. Within GBL's framework, the first stage is BKoF, aimed at sparking students' curiosity about the upcoming topic. In this stage, the teacher is expected to formulate questions or

statements to intrigue students. However, Teacher B diverges from this approach by inviting students to engage in a song, a deviation from the intended sequence of stages.

Those are the implementation of the teacher in their learning activities where Teacher A used Scientific Instruction and Teacher B used Genre Based Learning as their method in teaching using CALL. Both teacher didn't use Technology in their teaching process as a media in teaching process but it only used for facilitating them of their activity in the class.

## **2.2 Sample of Implementation**

The researcher interviewed more the pre-service teachers teaching activities related with CALL and found another method used by the pre-service teachers. The purpose of this data is for enriching the data and able to show more about the practices of CALL in pre-service teachers' practices. Below are the complete description of document analysis from Teacher A and Teacher B.

Table 4.5 talks about the implementation of teacher A apart of the observation done by the researcher. This data talk in implementation of teacher B in share the

material about Narrative text and the implementation of technology in the stages.

Table 4.5 CALL implementation of Teacher A

<b>Scientific Instruction</b>	<b>Activities</b>	<b>Combined method (Problem Based Learning)</b>	<b>Technology implementation</b>
<b>Observing</b>	Teacher plays the video of Narrative text in the class to build students' curiosity about the topic	<b>Problem Clarification</b>	*the used of YouTube as platform to show the video about material learned
	Teacher asks the video of story they have watched		



	<p>Teacher gives the text of narrative to be analyzed by students to find the information related to the text</p>		
<p><b>Questioning</b></p>	<p>While students analyze the text, teacher keeps guiding the students and answer some questions to help students find the information of the text”</p>		

<b>Exploring</b>	Teacher gives the source recommendation	<b>Data Collection</b>	
	Teacher asks the students to discuss with their pair about the difficulty they face	<b>Information Sharing</b>	
	Teacher divides the pairs		
	Teacher keeps guiding students in their discussion		
	Teacher checks the students	<b>Presentation of findings</b>	

	findings while complete it		
<b>Associating</b>	Teacher explains the materials by the findings of the students, and also teacher fixes or complete their findings		
	Teacher asks the students to implement what they have found to the text of narrative		
<b>Creating</b>	Teacher gives the task to the		

	<p>students to make project related to the material today to make reading response of the text</p>		
	<p>Teacher gives the explanation about reading response and give the example that can be made from Canva application and upload it to Google site</p>		<p>*the use of Canva and Google Site as platforms to support students' project</p>

	Teacher checks students' understanding about the task		
	Teacher gives the explanation about the task		

In this activity teacher implement Scientific Instruction combined with Problem Based Learning in some stages for “Narrative text” material. She use YouTube platform to provide students sight in building their curiosity about the material. Another technology used are Canva and Google Site as tools to supporting their project. The stage of exploring can be better if it also implement CALL in term of YouTube video or Websites.

Table 4.6 gives sight about the implementation of technology by Teacher B in her classroom activities. Teacher B uses Scientific Instruction as the method for delivering material about Analytical Exposition Text.

Table 4.6 CALL implementation of Teacher B with Problem Based Learning

<b>Stages</b>	<b>Activities</b>	<b>Technology Implementation</b>
<b>Observing</b>	Teacher plays video of analytical exposition text	*the used of YouTube platforms as media to deliver video of related material
<b>Questioning</b>	Teacher asks some students about the video they watched	
<b>Exploring</b>	Teacher gives text about analytical exposition text	
	Teacher asks students to find out the purpose, generic structure and language feature used in analytical exposition text by looking at some resources	
	Teacher divides students by 2 and asks the students to	

	discuss with their pair about the difficulties they face	
	Teacher keeps guiding the students in their discussion	
	Teacher checks students' findings while complete it	
<b>Associating</b>	Teacher explains the materials by the findings of the students, and also teacher fixes or complete their findings	
	Teacher asks the students to implement what they have found to the text of Analytical exposition text	
<b>Creating</b>	Teacher gives the task to the students	

	to make analytical exposition text by their own with story map.	
	Teacher divides the topic.	
	Teacher gives explanation about story map and give the example	
	Teacher checks students' understanding about the task	

Teacher B employed Scientific Instruction as the chosen method for material delivery. In this context, the sole implementation of technology is through YouTube, serving as a medium to share material relevant to the text. However, there is untapped potential for broader technological integration. Teachers have the opportunity to expand students' exposure to diverse learning platforms like Padlet or Google Docs, offering a more interactive and collaborative learning experience.



The analysis of documents centered on scrutinizing the lesson plans of pre-service teachers, revealing a commonality in their use of technology to enhance the teaching process. Both teachers utilize YouTube as a medium to provide students with visual insights into the material. Moreover, the implementation of various technology tools, such as E-book creators, highlights the diverse approaches to incorporating technology into the learning environment. In the examination of both the observed lesson plans and the ones scrutinized in the document analysis, a discernible pattern emerges, indicating that both pre-service teachers have opted for the integration of technology in a limited number of activities. This inclusion of technology, notably, is confined to specific tasks that serve to enhance and support the teaching process, rather than positioning technology as the principal instrument for delivering instructional content. This nuanced approach to the utilization of technology in select activities underscores the pedagogical choices made by the pre-service teachers, emphasizing its supplementary role in the overall instructional framework.

Below are series of images capturing teachers incorporating technology into their classroom practices.

These visuals offer a glimpse into the diverse applications of technology, showcasing its role in creating modern and interactive educational environments. From interactive whiteboards to laptops, these images highlight the ongoing transformation of traditional classrooms into tech-infused learning spaces.

Picture 4.1 the implementation of using Wheels of Names by Teachers A



Picture 4.2 the implementation of YouTube and Smart TV by Teacher B in her classroom activity



### 3. The alignment of Pre-service Teachers' Belief and Practices in CALL

This result is answering the second research question about How the EFL Pre-service teachers' representation of the belief in their teaching practices is. This question sought to determine if teachers' beliefs aligned with their classroom practices. A cohesive narrative emerges when we connect the findings from both the exploration of beliefs and the representation of these beliefs in teaching practices.

Table 4.7 synchronicity of belief and practices in CALL

align	misalign
<ul style="list-style-type: none"> <li>- Acceptance: what teacher A and B stated in interview and in the practices are in line</li> <li>- Trust : teacher A and teacher B trust about the importance of technology applied in the class</li> </ul>	<ul style="list-style-type: none"> <li>- Habit: both teacher A and B mentioned they often used technology in class, but they used it only for some activities.</li> <li>- Teacher A and B mentioned that she is in students-centered but in the practice she mostly used teacher-centered</li> </ul>

Teacher A emerges as a passionate supporter of technology integration in the classroom, aligning with her strong beliefs in acceptance, habit, and trust. Her acceptance is evident in statements like "I accept that technology supports students learning." This acceptance manifests in her teaching practices, where technology is not just a tool but a source of inspiration for heightened student engagement. The habitual use of technology in

daily lessons reflects her strong belief in its positive impact on student performance and participation. In interview section, she mentioned that she believed the use of teacher-centered would be more often related to the use of technology in the classroom, but she realized that in the classroom she still used teacher-centered which mentioned by Hermans et al (Hermans et al., 2008) that teachers with students-centered beliefs are more likely to integrate technology and teacher-centers beliefs can negatively impact integration. In observation section, Teacher A often used several applications such as Wheels of name, Power Point, E-book Creator and YouTube as the media or tool such a smart TV which she explained to make students more interested and enthusiastic in the learning process.

Teacher B, while not as frequent as Teacher A in technology integration, demonstrates a belief in the fundamental advantages of CALL. Her acceptance of technology is grounded in the acknowledgment of its benefits, translating into a balanced approach in her teaching practices. The intentional use of PowerPoint as a reliable ally showcases a practical adaptation to technology as a helpful instructional tool. In interview, teacher B often used Power Point in delivering material

and showing games in class. She also mentioned that she might use several platforms that might make students more active in learning in class, such as E-book creators, or creating discussion groups using Google Classroom or Whatsapp. Even though Teacher B showed high enthusiasm for the many varieties of platforms, when used in the classroom, Teacher B does not use the varieties of platforms she mentioned. In observations, Teacher B only used YouTube and Word Wall as media and smart TV as a tool.

Both teachers establish trust as a foundational element in their beliefs, emphasizing the positive impact of technology on education. Teacher A firmly believes in the influential role of technology, shaping her teaching practices around this conviction. Teacher B expresses sincere curiosity and confidence in technology's effectiveness as an educational tool. This shared trust signifies a collective confidence in the potential of technology to shape the future of language education positively.

In essence, the alignment of beliefs and practices in CALL among these EFL pre-service teachers paints a picture of educators who not only endorse the potential of

technology but actively integrate it into their teaching practices, creating a harmonious blend of belief and action in the technological learning era.

## **B. DISCUSSION**

The purpose of this study was to, in a longitudinal perspective, describe pre-teachers' beliefs and practices relating to technology integration at their international teaching practices. To answer the research questions, qualitative research results were integrated. The results add to the existing literature on technology integration. The discussion on results is organized by three research questions of the study.

### **1. Pre-services teachers' belief and practices in technology Integration**

Beliefs about teaching are referred to as "preferred way of teaching" by teachers (Teo et al., 2008). Pre-service beliefs tend to influence teachers' general instructional practices (Pajares, 1992b) as well as their technology integration practices. As it stated by ; (Cope & Ward, 2002), teachers with students-centered beliefs are more likely to integrate technology and teacher-centers beliefs

can negatively impact integration. The pre-service teachers respond to the interview revealed more in students-centered beliefs but in the practices it found that they are in teacher-centered. Teacher A mentioned that he actually believed that student-centered students would use technology more in classroom learning, but she admitted that she still used Teacher-centered students a lot in the application of classroom learning. She implemented technology as only tools to certain activity to make it easier and more.

(Pajares, 1992b) stated that beliefs are resistant to change and the difficulty to change the belief can also come from the experience that teachers may bring to their belief. This argument suggest to allow experience can be built up to challenge the current belief of the teachers but ultimately optimize their belief for students learning (Ertmer et al., 2012)

## 2. The synchronicity of belief and practices

This topic sought to determine if teacher' beliefs aligned with their classroom practices. The observation and data analysis data revealed that the two pre-service teachers describe their beliefs into one category, they are



both in teacher-centered. Teacher A and teacher B also have similarities in showing a positive attitude in their belief in Habit in using technology. Teacher A and Teacher B mentioned that they often use technology in class but in practice or observation, they only use technology for a few topics or activities. They use technology only to support several topics, not as the main medium for learning in class. The implementation of technology in their teaching process used only as a media for facilitating the students in their activity not to support the teaching process. This finding showed that the beliefs are not always align with their practices (chen (2008) (Chen, 2008); orlando (Chai et al., 2010) 2013).

## **CHAPTER V**

### **CONCLUSION**

The researcher covered the all chapters, as well as an explanation of its implications, the results along with suggestions are presented in this last chapter.

#### **A. Conclusion**

In conclusion, this research discusses about EFL pre-service teachers beliefs and practices of CALL and the synchronicity of belief and practices.

Based on finding and discussion, it can be concluded that both pre-service teachers accept that CALL can support teaching practices. They mentioned some positive things about the use of technology such as it don't bore the students with the classic method. They also mentioned that they often use their technology in their classroom activities. The trust of pre-service teachers are positive about the use of CALL can bring more effective, more fun, and more understandable learning activities for students.

Both pre-service teachers use technology in their classroom practices as a means to support their teaching.

Teacher A utilizes technology only when needing support for activities in class, rather than relying on it as the primary medium for delivering content. Teacher B, while as not frequent as teacher A, utilizes technology as primary tool for delivering material.

It found that the alignment of both Teacher A and Teacher B align their expressed beliefs with their actual practices, demonstrating consistency. There is a shared trust between them regarding the significance of technology in the classroom. On the other hand, in asynchronous teaching, both teachers habitually incorporate technology in class, albeit selectively. Despite asserting a student-centered approach, both teachers predominantly implement a teacher-centered teaching style in their actual practice.

## **B. Suggestions**

The researcher thinks that in order for the recommendations to be meaningfully considered, they must be based on the findings and discussion of the study. These include the following:

1. Future research is recommended to extend the study with more participants in various contexts to

investigate further the alignment between belief and practices of CALL integration in language classroom.

2. This study serves as a valuable reference for researchers sharing a similar interest, offering in-depth insights and a solid foundation for future investigations. Its detailed methodology and nuanced findings provide a roadmap for others in the field, fostering collaboration and contributing to the broader scholarly discourse.
3. To Walisongo Islamic State University Semarang in Faculty of Education and Teacher Training, the given challenges the researcher encountered while working on this project, it is anticipated that all references related to this analysis will be finished.

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## **APPENDICES**

### **Appendix 1. Interview questions**

1. How would you explain and see about technology enhanced in classroom practice? and what do you think the impact to the students?
2. How do you see technology playing role in this context? Are they engaged or interested?
3. Did you feel the class went well? (if so, what aspects were satisfactory? If not, why did you feel it didn't go well? Did you make some changes and try the lesson again?
4. What technologies you think were the most effective? Why?
5. Have you felt like you've needed to make changes in your ways of teaching with technologies? How would you like to change the way of using technologies? If so, what kinds of changes have you thought of?
6. Do you find any barriers in integrating CALL? (ex: school culture, the students' level etc.)
7. Do you think that student-centered will be more successful than teacher-centered in technology integration? And do you apply Teacher-centered or Students-centered in your class?



8. What is your concern of choosing the media/platform/tools you use in your classroom learning?

## Appendix 2

### INTERVIEW RESULT

NO	QUESTIONS	PARTICIPANTS A	PARTICIPANTS B
1	How would you explain and see about technology enhanced in classroom practice? and what do you think the impact to the students?	I think technology enhancement is very influential in the classroom, especially for students and learning. technology really helps me to design creative learning so that it attracts students to learn in a fun way.	I think it is quite better than I was in elementary or senior high school, most of students can have an access to their phone now, and it makes them easier to find anything in a faster way, then it can make them grow faster in the education field, many benefits we

			<p>can get by the practice of CALL, students can find anything easily, students can do their homework together without meeting directly, they can access many source of learning from mobile, they can make or create a better result of study using any education application an so on</p>
2	<p>How do you see technology playing role in this context? Are they</p>	<p>I think technology has a very important role in learning. We can modify or adapt</p>	<p>I'm very interested. For example, when listening to songs we have to use</p>

	<p>engaged or interested?</p>	<p>the learning material to make it more interesting, and it will definitely make students more interested in the material we teach. For student involvement, it depends on how the teacher designs the learning, with or without technology, students can participate if the teacher provides "space" for them.</p>	<p>technology, we only need to use one tool such as a smart TV so I don't need to use other tools such as speakers or anything else. Students will also be more focused if they use only one tool</p>
3	<p>Did you feel the class went well? (if so, what aspects</p>	<p>Yes, in my opinion, using technology in the classroom and</p>	<p>Sometimes the class goes well, sometimes it doesn't because</p>

	were satisfactory? If not, why did you feel it didn't go well? Did you make some changes and try the lesson again?	choosing appropriate applications to support learning is very influential. Because I also experienced this, my students became more active, more enthusiastic and they felt more challenged	sometimes the smart TV turns off and is difficult to reconnect, the class becomes less conducive, I usually control the class by getting students to focus again and calming the students down.
4	Have you felt like you've needed to make changes in your ways of teaching with technologies? How would you like to	Changes in teaching. Maybe there won't be any changes, but I try to maximize the use of technology and I also want to always be able to utilize technology in my class.	I think I need to use something like an online discussion group, for example WhatsApp, or use Google Classroom for discussions, or maybe try students to be creative with

	<p>change the way of using technologies? If so, what kinds of changes have you thought of?</p>	<p>Maybe I will use the latest applications such as Wordwall or the Kahoot and Quizze applications to support my learning. By utilizing the latest technology, students will automatically be interested in learning</p>	<p>eBook Creator, so that students are more creative and not lazy just by studying directly.</p>
5	<p>Do you think that student-centered will be more successful than teacher-centered in technology</p>	<p>I'm pretty sure, with student-centered learning students will have more opportunities to explore the learning they do. Because the</p>	<p>In my opinion, it is possible to be more successful in student centered because it will focus more on the students rather than ourselves so</p>

	<p>integration?  And do you  apply  Teacher-  centered or  Students-  centered in  your class?</p>	<p>teacher is only  their facilitator,  students will have  more opportunities  to actively  participate in class.  Actually, my  tendency is to use  student-centered  by stimulating  students using  technology." This  is one of them, but  in practice it seems  like I still prefer  teacher-centered  because it might  adapt to the  conditions of my  students too.</p>	<p>they will be able to  use or know the  technology that we  are using.  Im not sure but I  think I use student-  centered in my  class.</p>
6	<p>Do you  acknowledge  and accept</p>	<p>I accept that  technology  supports student</p>	<p>Yes, I accept that it  will make learning</p>

	that CALL will support student learning?	learning. For example, it can support learning strategies or methods also in learning media.	easier and support in class
7	What is the frequency of your use of technology in class?	I often use technology when teaching in class, because it cannot be denied that today's learning definitely includes elements of technology in its practice.	We use ppt almost every day, so that the source is not only from student textbooks and ppt can also be created according to what we need.
8	Do you also implement technology in your daily life? Give me the example of	Obviously, I implement technology in my daily life. use of internet and laptop (internet based),	Yes, I use technology in my daily activities, for example Google Drive to store files, or WhatsApp to

	<p>technology you used in your daily.</p>	<p>smartphone and email (communication based), GPS, use of AI such as Google Translate to help with assignments and so on</p>	<p>communicate with students. Maybe also google docs to ask questions</p>
9	<p>Do you really believe that technology can support student learning? Why?</p>	<p>I really believe that technology can support student learning and make learning more interesting</p>	<p>Yes, I'm sure, because in today's modern era, the average person is allowed to carry a cellphone and finally it is easier for us to implement technology in learning.</p>



### Appendix 3

#### OBSERVATION RESULT

Teacher	Teaching Practice
Teacher A	<p><b>Technology</b></p> <p>Teacher A. used Power Point, Wheels of name, Pictures and Smart TV,</p>
	<p><b>Material</b></p> <p>Transportation and Telling Time</p>
	<p><b>Method</b></p> <p>Scientific Instruction</p>
	<p><b>Implementations of Technology</b></p> <ul style="list-style-type: none"> <li>- Teacher A used power point in term of showing some pictures of transportation</li> <li>- Teacher A used Wheels of Name as one of platforms in her teaching. She wrote all the names of the students</li> </ul>

	<p>in the class and wheels of name to choose a volunteer to do exercises.</p>
Teacher B	<p><b>Technology</b> Teacher B used Power Point, YouTube, Smart TV</p>
	<p><b>Material</b> Songs</p>
	<p><b>Method</b> Genre Based Learning</p>
	<p><b>Implementations of Technology</b></p> <ul style="list-style-type: none"> <li>- Teacher B used power point to share material of songs</li> <li>- Teacher B used song material. She used Youtube completed with smart TV. She showed the lyric of a song and invited the students to</li> </ul>

	find the difficult vocabularies and find the meaning of it
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