

Prepare Prospective Teachers To Teach EFL Through Teaching Practice Using Technology

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Abstract— The pandemic period accelerates learning in Indonesia to be able to use technology. However, many teachers cannot use technology well because of limited network access. Prospective teachers in dealing with generation Z must be able to compensate for students by utilizing technology. Therefore, prospective teachers are required to be able to become the content of learning makers following the audience that will be faced. This research investigates how English teacher candidates prepare teaching practices seen from the ability of prospective teachers to design the learning process using technology. This study adopted a qualitative case study. Data is taken from various sources, including portfolio tasks, field records, video recordings during observations of teaching practices, and interviews. Prospective Teachers of Language Education Study Programs at Universities in Cirebon, Indonesia, 163 are research subjects. We chose research subjects based on high, medium, and low academic abilities, in the semester and the school year 2021/2022. Research findings produce: 1) Prospective teachers conduct initial analysis before creating learning

content, 2) using technology to provide an exciting atmosphere, 3) upload results made on social media as learning media for generation Z. Finally, this research can be continued this research through research in other fields of science and by using more subjects.

Keywords—Teaching Practice, EFL teaching, Edu-Tech Apps.

I Introduction

The teaching and learning process must integrate technology to follow the times. Traditional learning models are considered out of date. Technology makes teaching and learning activities more varied, interactive, fun, and challenging. Indeed, this aspect is a new challenge and opportunity for teachers to reflect on and contextualize their roles so that they can follow the speed of rapid technological development. Technology makes teaching and learning activities more varied, interactive, fun, and challenging. Indeed, this aspect is a new challenge and opportunity for teachers to reflect on and contextualize their roles so that they can follow the speed of rapid technological development.

A teacher needs a variety of complex competencies [1] to face the challenges of the world today. The competencies needed must not only meet the requirements in content. However, they must be

able to integrate technology into their learning, problems that occur in the field, prospective teachers, entrust completely to digital abilities, so they forget the true meaning and tasks of the teacher.

Prospective teachers in preparing for EFL teaching during the Pandemic period, teaching EFL requires questioning skills through questions and discussions in class, and speaking will dominate during teaching between teacher and student [2]. The teacher is expected to be able to stimulate students to speak with the style of questioning from base to critical questions, to explore students' answer questions [3]. This post-pandemic condition is challenging to do learning in class, and it is expected that teachers use technology to facilitate EFL learning, so this research needs to be done to identify what needs to be prepared in hybrid learning.

2 Literature Riview

Designing digital learning is an opportunity and a signal [4] for teachers. Students who have different characteristics are a challenge to convey to each material. Teachers must master several abilities, both content and teaching skills [5]. In this study, it will be discussed related to the instructional design model used by Morison, the TPCK teaching approach [6]. As a basis for us to conduct research in exploring the creator content of prospective teachers' conduct teaching practices.

2.1 Research Relevant

Learning is not only carried out in the classroom; nature and technology can be a means to learn. Professional a teacher is demanded because it is one of the essential elements that can reject school, the teaching experience they already have. This statement is by the results of the study [1]. The results of the study show that significant differences are seen from differences in sex, school location, and type of management.

English learning does not escape from the past. Literacy well for prospective teachers is highly prioritized in order to provide reading teaching to students, as research

[7] found a significant difference between pronunciation skills, skills Expressive, reading accuracy skills, and skills of reading speed from the skills of recitation of reading, so that the study that is proposed significantly increases the skills of reading page. In this case, some of the recommendations and research proposed are presented.

Based on research conducted by [8] there is an influence between teaching experiences with the development of the design of the teaching process of prospective mathematics teachers in the field experience program, as evidenced by the results of the monitoring teaching practice in the classroom.

Research conducted by Lisa 2021 provides information for prospective teachers to prepare themselves for teaching practices by deepening the use of technology [9].

2.2 Instructional Desain Model

Designing learning must pay attention to the process. Morrison, Rosson, and Kemp's [4] Instructional Design Model are chosen in a pretty manner from various in-polishing design models because it makes many instructional elements and decisions very explicit, helping

us systematically at different times of decision points and for consideration that must be made during the course design process.



Fig. 1. Instructional design model (Morrison, Ross, and Kemp. Citaced D. May et al., 2015)

As seen in Figure 1, the model explains the needs of learning, goals, priorities, and obstacles by displaying them at the center of the model. Around these four main aspects, issues such as instructional resources, learning objectives, or the characteristics of learners are discussed [10], [11]. Even if the graphics representation can show the process that starts with aspects placed on the outer circle and ends in the center itself, the course design process follows the instructional design model is far more

common for each design process [12], [13].

In the learning process, the model is an example, reference, and a variety of learning activities that involve the maximum of all students' abilities. In contrast, the learning design may be more precisely described as the result of learning activities desired by the teacher. At the same time, the term "instructional design" implies an approach directed by the teacher to facilitate learning. The learning design may be more appropriate to be described as the design of activities

designed for learning which is the desired result of the activity.

A good model can be a useful tool in a professional environment by offering guidelines that can ensure quality and uniformity by distinguishing each design. The design and instructional development model that is well considered can be an instructional design process that can be applied to several situations.

A teacher will act as a class manager, presenter, and mentor in the classroom, eventually deciding what can be taken to achieve learning objectives. Starting by choosing text as teaching material, assignment book for student practice, teaching media to be used, and others. To find out the basic principles of instruction can help ensure that: What is produced serves the necessary objectives, meet the needs of students, attract and is well-organized, delivered in an appropriate mode, and continues to improve.

In instructional design, the main principles and procedures (for example, how to present text, design and give lectures, and ask for exams) can be very helpful for teachers themselves work and evaluating commercial education products.

Designing an instructional design in teaching requires good energy. So that it is not surprising,

however, that many teachers find themselves not ready for the task, and the implementation of new strategies suffers as a result [14], [15]. A teacher must be better prepared to create quality learning by learning more about instructional design. These lessons are centered on students adapting commercial material to suit their needs. Analyze the factors that influence the success of school improvement when schools seek to improve student achievement by using effective and effective implementation strategies.

Instructional design is based on several studies on how people think, how people learn, the technology available for communication (information technology), and analytical methods. An instructional design becomes a practical application for creating an effective learning situation. Some researchers have also examined the process of developing, delivering, and evaluating instructions by designing an instructional design model.

2.3 Teaching Practice

Technology Pedagogy and Content Knowledge (TPACK) emphasizes connections and interactions between content, pedagogy, and technology [14]–[17] TPACK is a total

teacher knowledge package needed to integrate technology, pedagogy, and content in a curriculum and instruction design. Misra & Kohler states that TPCK is a form of knowledge needed to use technology intelligently in classroom teaching and learning activities [5], [18].

Chai et al. Claim that the TPCK framework directs researchers and educators to the components needed for teaching with technology to overcome teacher difficulties in integrating technology in their teaching. TPCK has three important components: content, pedagogy, and technology. All three influence each other [15], [19].

Voogt defines TPCK as the whole knowledge and insight that underlies teachers' actions with technology in teaching. The TPCK framework, according to Mishra and Koehler, contains three pillars; (1) Content knowledge is about the subject matter to be taught, and (2) pedagogical knowledge, namely about the knowledge of the teaching and learning process. Moreover, (3) technological knowledge, namely the knowledge of teachers using technology in teaching, for example, using media with technology, providing evaluations assisted by computers, and even creating an

online and interactive learning environment [20], [21].

These three pillars are integrated to form four knowledge bases: (1) Pedagogical Content Knowledge (PCK) about how suitable methods are used for certain learning materials, (2) Technology Pedagogical Knowledge (TPK) about technology by teaching methods, (3) Knowledge of Technology Content (TCK) is a way to harmonize technology with learning content, and (4) technology knowledge, pedagogical and content (TPCK) about the combination of techniques, content, and pedagogy [18], [22], [23].

3 Research Metodologi

This study uses a descriptive qualitative design (Creswell & Creswell, 2018). The subjects were taken from the sixth semester of teacher students, as many as 163 prospective teachers. We conducted an academic analysis obtained from their preaching index with high, medium, and low academic groups. Then in the framework of data triangulation, we took the subject with a random sampling technique to get three subjects. We name subject one (S1) from the high groups, subject two (2) of the medium

group, and subject three (S3) from the low group.

4 Result and Discussion

4.1 Result

This research was conducted in lectures for microteaching because the subjects taken were for those who were prepared to practice the field. The study produced information as shown in Figure 2.

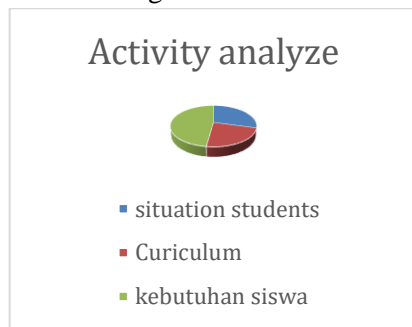


Fig. 2. Activity Analyze Before instructional Design

Figure 2 provides information on as many as 163 prospective teachers who apply the analysis of students' needs before designing learning. As many as 100 prospective teachers analyzed the situation of the student's condition before designing learning, and as many as 78 prospective teachers analyzed the curriculum to prepare themselves for learning. Other information can be seen in Figure 3 below.

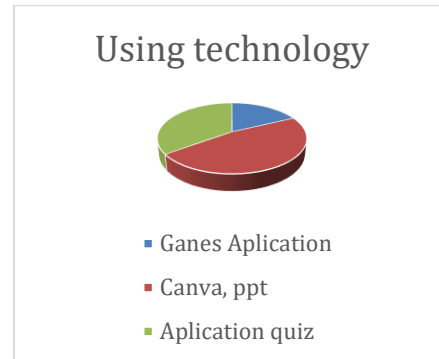


Fig. 3. Activity using technology in design instructional

Figure 3 provides as much as 62 information on prospective teachers using game applications in their learning designs. A total of 163 prospective teachers use Canva and PPT to make teaching materials, and as many as 121 prospective teachers use Application Quiz to motivate students. The information is visible in the following figure 4.

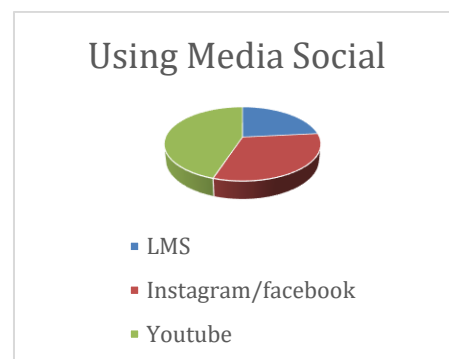


Fig. 4. Aktivity Media Social in desain instructional

Figure 4 provides information on how many as 85 prospective teachers use LMS in their learning designs. A total of 115 prospective teachers use Canvas and PPT to make teaching materials, and as many as 132 prospective teachers

use LMS owned by the school. The following is explained in Table 1 activity data recapitulation in preparing learning designs from high, medium, and low academic group subjects.

Table 1. Recapitulation of preparation activities to design learning

Academic	Activity Preparationad Design learning
The high	a. Analyzing student situations, analyzing the curriculum used, analyzing student needs. b. Create learning media in the form of technology applications by the material to be taught c. Following students' wishes, S1 uploaded learning videos through Real Instagram, YouTube, and other social media.
Medium	a. Analyzing student situations, analyzing student needs. But does not analyze the curriculum used. b. Creating learning media in the form of technology applications by the material to be taught with PPT and quiz applications. c. Uploading learning videos on LMS owned by schools and YouTube
low	a. Only analyze student needs. b. Make learning media using technology for teaching materials in the form of canvas, c. Just upload learning videos on YouTube.

Table 1 provides information that all subjects have analyzed needs, used technology, and utilized social media to design learning. In the triangulation framework, researchers explore information through interviews to elected subjects to ensure the

results of observations and portfolios that have been produced.

Q: Before starting the buyer, we saw you thoroughly analyze the information. What did you think at that time?

S1: Complete information makes it easy for me to design learning.

S2: I only thought that exploring the needs of students was enough to prepare for learning and student analysis. I think the curriculum does not need to be re-lined because it is available in reading books.

S3: What I think about is enough to analyze student needs can design learning.

Q: What applications are the most enjoyable for students when defending?

S1: Of course, YouTube contains picture videos, they are motivated to study, and when conducting evaluations, they are very fond of application games like Quiz.

S2: I like the Potato Quiz application, and students are very enthusiastic about receiving learning.

S3: When I teach the most students to like at the time of the video screening that I uploaded on YouTube.

The interview results provide information from all academic levels that have used the criteria for preparing learning planning so that the data is generated according to the actual situation

4.2 Discussion

Preparation for designing buyers from data that has been collected produces almost all prospective teachers who have used technology. However, there are still some of them not using technology that generation Z students favor. In fact, according to (Papadakis, 2021) children like to learn to use games. In addition, using YouTube can clear learning with audio-visuals (Vaiopoulou et al., 2021).

Prospective teachers have paid attention to the step in designing learning. As done by previous researchers, everything prepared is used to design with design patterns [24], [25], also pays attention to pedagogics and technology to build learning [14], [16], [19]

5 Conclusion

This study provides recommendations to prospective teachers and teachers to prepare for designing learning by paying attention to needs analysis, situation analysis, curriculum analysis, technology, and social media to motivate students to learn EFL. The results of this study can be continued by implementing the designs that have been made for students in schools.

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