

**EFL PRE-SERVICE TEACHERS' VIEWS AND UNDERSTANDING OF
TPACK DURING MICROTEACHING PERFORMANCE**

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ABSTRACT

Nowadays, the rapid of technological development becomes an issue for teachers or EFL pre-service teachers due to its important role in the field of education. In addition, the technological tools should be balanced with teacher's way in integrating those tools to achieve learning goals. Technological Pedagogical Content Knowledge (TPACK) framework proposed by Mishra and Koehler in 2006 exists as one of the solutions from the problem of technology integration within classroom. It integrates the three components in it including content, pedagogy and technology together in teaching. This study is aimed to investigate the EFL pre-service teacher's views and understanding of TPACK during Microteaching performance. The author applied qualitative design analysis which included two participants of EFL pre-service teachers. The data from interview, document analysis, and teaching observation revealed that TPACK framework were implemented during Microteaching performance in three stages of Microteaching namely: *'the teach'*, *the critique*, and *'the reteach'*. The framework is believed by the participants to be effective way in teaching and considered very important to be implemented in classroom.

Keywords: TPACK Framework, Microteaching in Teacher Education, EFL Pre-service Teacher