



**PRE-SERVICE EFL TEACHERS'
FEELINGS TOWARD THE
ADVANCEMENT OF TECHNOLOGY
DURING TEACHING PRACTICUM**



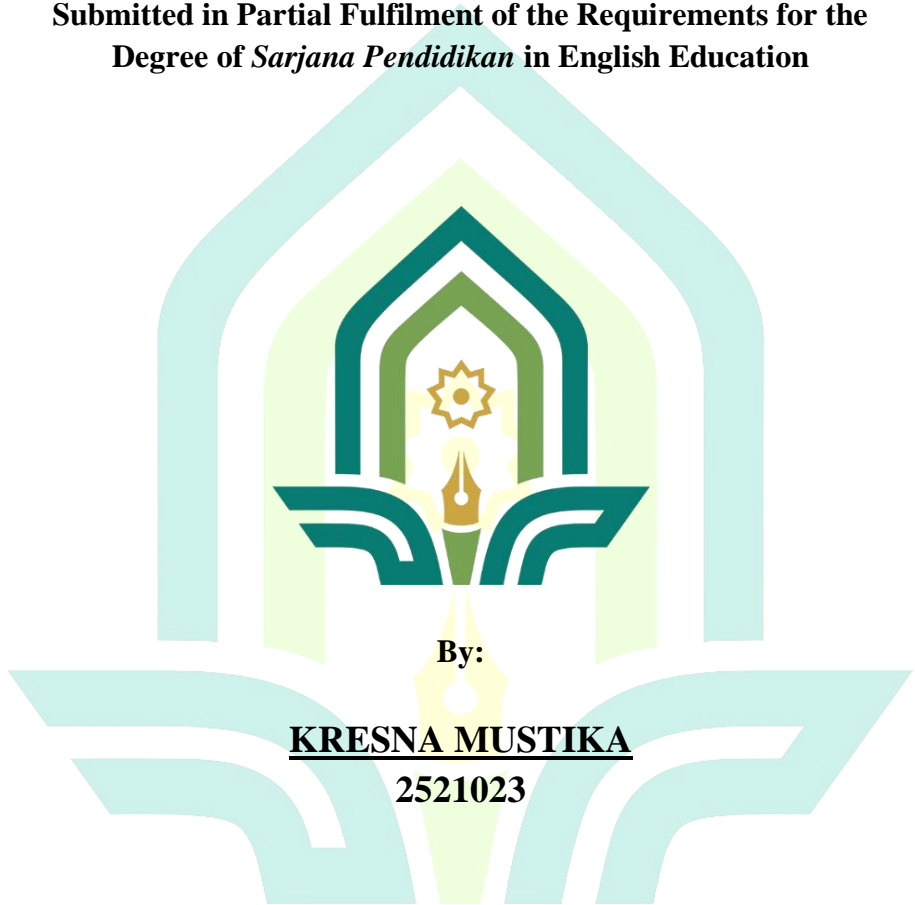
Kresna Mustika
2521023

2025

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A THESIS

**Submitted in Partial Fulfilment of the Requirements for the
Degree of *Sarjana Pendidikan* in English Education**



By:

KRESNA MUSTIKA

2521023

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI**

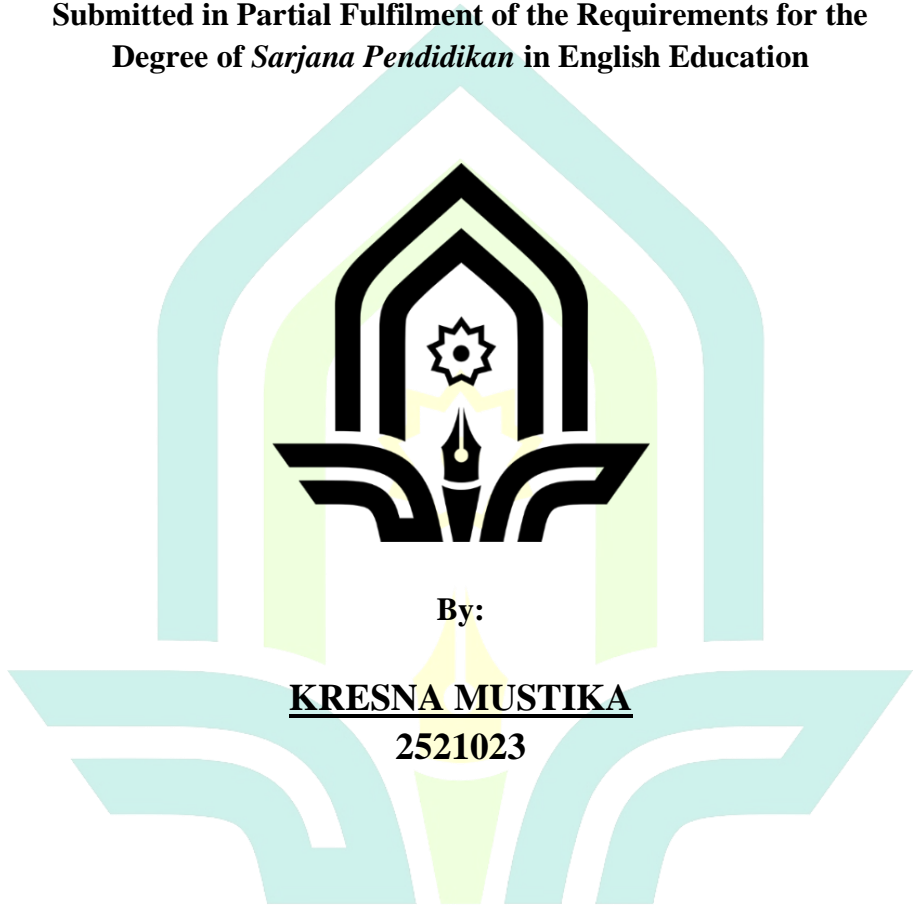
K. H. ABDURRAHMAN WAHID PEKALONGAN

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2025**

SURAT PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini:

Nama : Kresna Mustika

NIM : 2521023

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul "**Pre-Service EFL Teachers' Feelings toward the Advancement of Technology during Teaching Practicum**" adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sertakan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya

Pekalongan, 20

Februari 2025

yang menyatakan,



Kresna Mustika

NIM. 2521023

Isriani Hardini, S.S., M.A., Ph.D.
Jl. Kurinci Gang 3A, No. 2 Podosugih
Kota Pekalongan

NOTA PEMBIMBING

Lamp : 3 (Tiga) Eksemplar
Hal : Naskah Skripsi
Sdr. Kresna Mustika

Kepada
Yth. Dekan FTIK UIN K.H. Abdurrahman Wahid
c.q. Ketua Prodi TBIG
di
PEKALONGAN

Assalamu 'alaikum Wr.Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan nu
Skripsi :


Nama : Kresna Mustika
NIM : 2521023
Prodi : FTIK/Tadris Bahasa Inggris
Judul : **PRE-SERVICE EFL TEACHERS' FEELINGS TOWARD
ADVANCEMENT OF TECHNOLOGY DURING TEACH
PRACTICUM**

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya.
perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 20 Februari 2025
Pembimbing


Isriani Hardini, S.S., M.A., Ph.D.
NIP. 19810530 200901 2 007



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Pahlawan Km. 5 Rowolaku, Kajen, Kabupaten Pekalongan 51161
Website: fik.uingsudur.ac.id email: fik@uingsudur.ac.id

APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, approved this undergraduate thesis by:

Name : KRESNA MUSTIKA
SN : 2521023
Title : PRE-SERVICE EFL TEACHERS' FEELINGS TOWARD
THE ADVANCEMENT OF TECHNOLOGY DURING
TEACHING PRACTICUM

Has been established through an examination held on Thursday, 6th March 2025 and accepted in partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education

The Examiners

Examiner I

Fachri Ali, M.Pd.

NIP. 19890101 202012 1 013

Examiner II

Nadia Faradhillah, M.A.

NIP. 19930406 202012 2 015

Pekalongan, 11th March 2025

Assigned by

The Dean of FTIK, UIN K.H. Abdurrahman Wahid Pekalongan

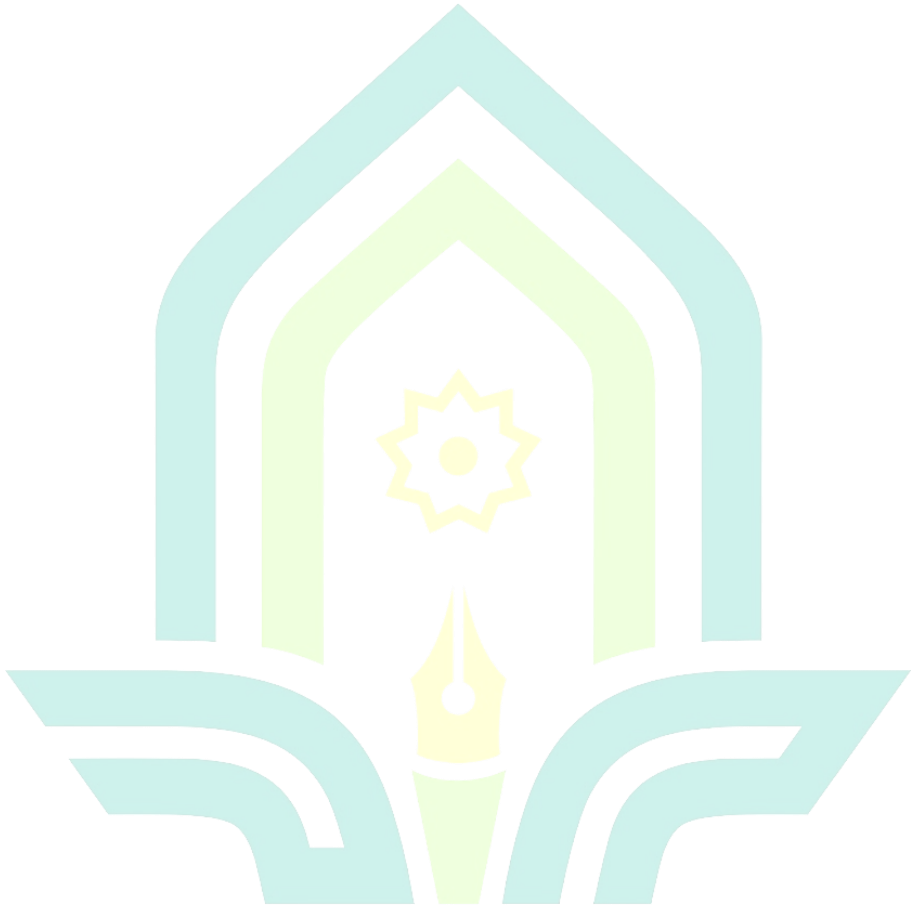


Prof. Dr. H. Moh. Sugeng Solehuddin, M.Ag.

NIP. 19730112 200003 1 001

MOTTO

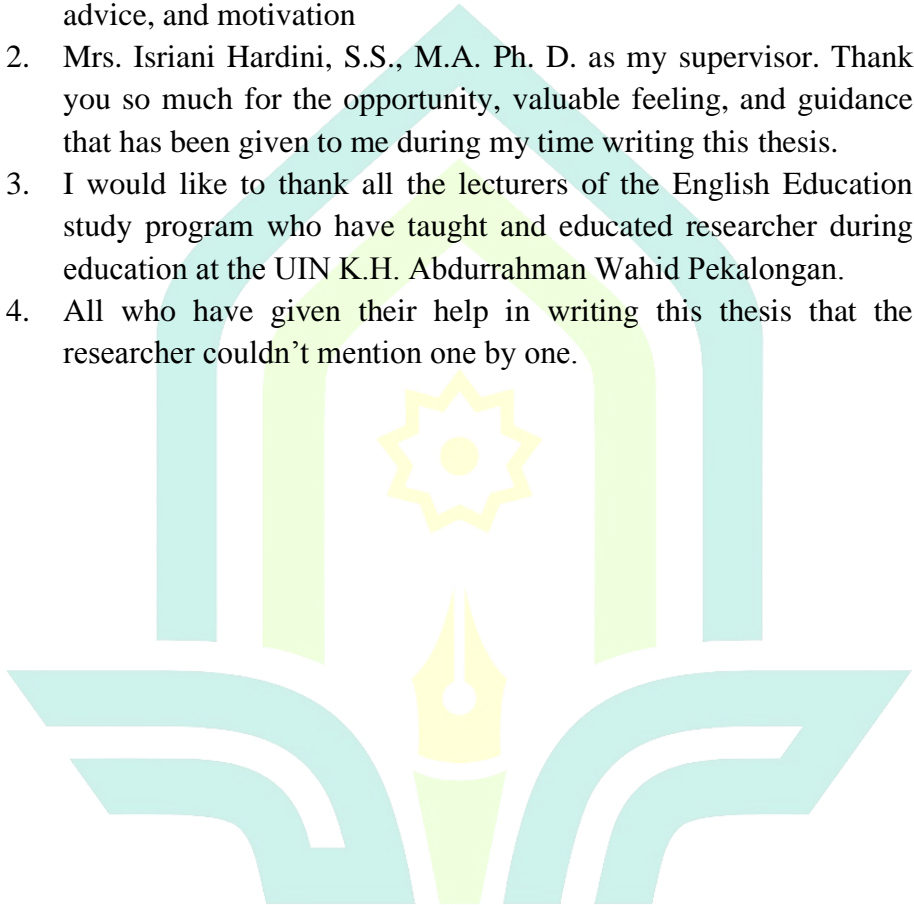
“Life is not about following script, but about writing your own story”



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ABSTRAK

Kemajuan teknologi telah sangat memengaruhi pengajaran Bahasa Inggris sebagai Bahasa Asing (EFL), menghadirkan peluang dan tantangan bagi calon guru. Di sekolah menengah kejuruan, siswa sering menunjukkan kemahiran teknologi yang tinggi, yang mengharuskan calon guru untuk menyesuaikan metode pengajaran mereka. Studi ini menyelidiki perasaan dua calon guru EFL selama praktik mengajar mereka di sekolah menengah kejuruan di Pekalongan, Jawa Tengah. Dengan menggunakan pendekatan penyelidikan naratif kualitatif, data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis dengan Teori Penilaian Martin dan White (2005). Temuan tersebut mengungkapkan bahwa calon guru EFL mengalami *security*, *insecurity*, dan *happiness* saat beradaptasi dengan teknologi. Peter merasakan *insecurity* ketika siswanya lebih maju dalam teknologi, tetapi ini berubah menjadi *security* saat ia mendapatkan motivasi. Ia juga merasakan *happiness* melihat siswa terlibat dengan teknologi. Demikian pula, Clara awalnya merasakan *insecurity* tetapi berubah menjadi *happiness* ketika siswanya menanggapi pelajaran yang terintegrasi dengan teknologi secara positif. Studi ini berkontribusi untuk memahami bagaimana perasaan calon guru EFL saat menghadapi kemajuan teknologi dalam praktik mengajar mereka.

Kata Kunci: Calon guru bahasa Inggris, integrasi teknologi, praktik mengajar, sekolah menengah kejuruan, narrative inquiry.



ABSTRACT

The advancement of technology has greatly influenced English as a Foreign Language (EFL) teaching, presenting both opportunities and challenges for pre-service teachers. In vocational high schools, students often exhibit high technological proficiency, requiring pre-service teachers to adapt their teaching methods accordingly. This study investigates the feelings of two pre-service EFL teachers during their teaching practicum in a vocational high school in Pekalongan, Central Java. Using a qualitative narrative inquiry approach, data were gathered through semi-structured interviews and analyzed with Martin and White's (2005) Appraisal Theory. The findings reveal that pre-service EFL teachers experienced security, insecurity, and happiness while adapting to technology. Peter felt insecurity when his students were more advanced in technology, but this shifted to security as he gained motivation. He also felt happiness seeing students engage with technology. Similarly, Clara felt insecurity initially but shifted into happiness when her students responded positively to tech-integrated lessons. This study contributes to understanding how pre-service EFL teachers feelings while deals with technological advancements in their teaching practicum.

Keywords: Pre-service EFL teachers, technology integration, teaching practicum, vocational high school, narrative inquiry.

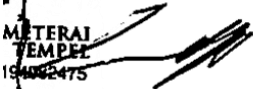


PREFACE

Praises and gratefulness are sent to Allah SWT, who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled “**Pre-Service EFL Teachers’ Feelings Toward The Advancement Of Technology During Teaching Practicum**” can be completed. It is submitted to the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan, To fulfill one of the requirements for Sarjana Pendidikan degree at English Education Departement of Faculty of Education and Teacher Training at UIN K.H. Abdurrahman Wahid Pekalongan. This study can be accomplished because of the support of several people. Therefore, on this occasion, I would like to express my sincere gratitude to:

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Pekalongan, February 20th 2025

The Writer

METERAI
TEMPEL
19402475

Kresna Mustika
2521023

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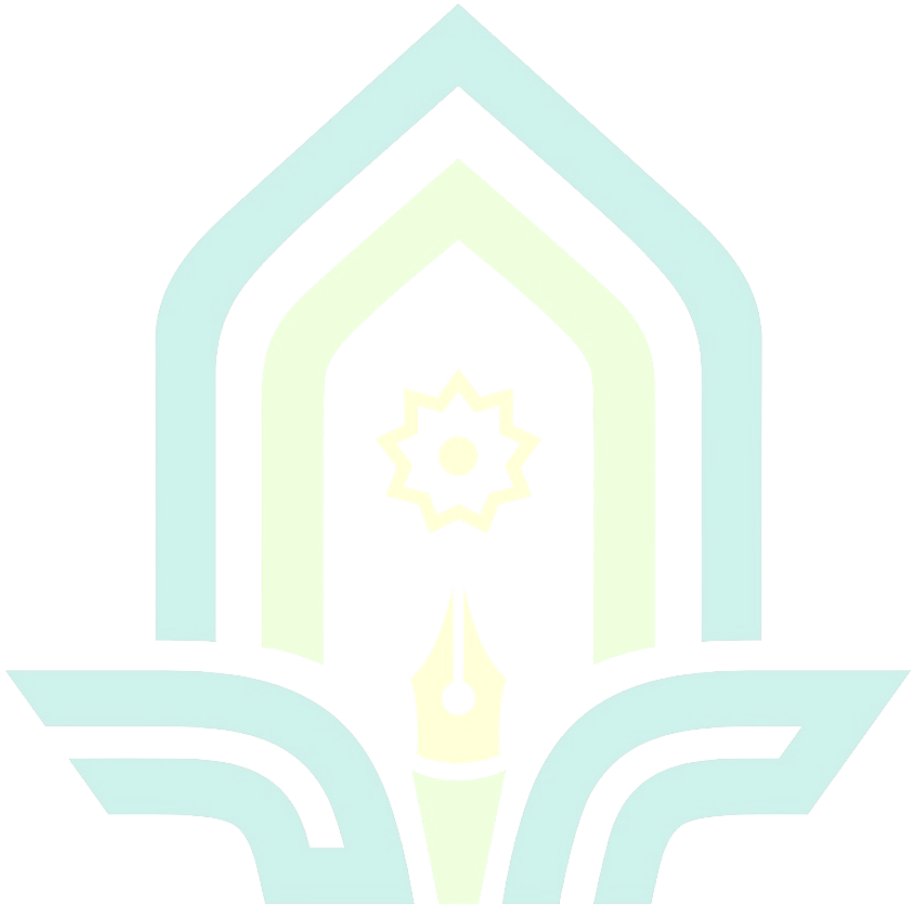


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CHAPTER 1

INTRODUCTION

1.1 Research Background

In the last few decades, the rapid advancement of technology has significantly changed various aspects of education, including language teaching (Davis, 2006). Kumar (2022) stated that technology integration into the classroom has become more important in recent years, especially in English as a Foreign Language (EFL) teaching. As the age of globalization continues, students are more familiar with technology than ever before. This is a good thing, but this thing comes with unique challenges for pre-service teachers (Lei, 2009). Using technology effectively in teaching can enhance students' learning feelings, promote greater engagement, and provide access to various resources.

Recent studies highlight the effectiveness of interactive tools in language learning. Quizizz, a game-based tool, has been shown to improve students' reading skills by providing engaging features like avatars, themes, and memes (Pradnyadewi & Kristiani, 2021). Canva, a creative design tool that has shown promise in developing creativity and language skills. It can be used to create task-related materials and interactive texts, fostering innovative design skills among students (Fitria, 2022). For pre-service teachers, using these digital tools requires technical proficiency and adaptation of teaching methods to the needs of technologically advanced students (Nykvist, 2013). There is a societal stigma that says that the new generation of pre-service teachers are all digital natives; they are naturally adept at using technology in teaching. In fact, many of them still struggle and have to put more effort to integrate technology into their teaching due to gaps in feeling or confidence, especially when facing students with high proficiency in technology (Messina & Tabone, 2015). This mismatch between societal expectations and the advancement of today's technology can pressure pre-service teachers, highlighting the need for targeted support and professional development to fill this gap.

Based on the explanation above, this research intends to explore the feelings of pre-service English as a Foreign Language (EFL) teachers in dealing with the advancement of technology during their teaching practicum in the vocational high school in Pekalongan, Central Java. The researcher chose this topic because, while there is a lot of literature on integrating technology in teaching, limited research has focused specifically on the feelings of pre-service EFL teachers in dealing with technological advancements. This gap in the literature is significant, as it overlooks the various feelings that pre-service EFL teachers experienced while navigate the complexities of teaching language and the technological demands of a modern classroom and student.

Based on the pre-research observation through a short interview with participants, the researcher found that the pre-service EFL teachers had to put more effort in adapting technology enhancement (Quizziz, Canva, Gimkit, Padlet, etc.) when they taught English in the vocational high school in Pekalongan. Therefore, this study wants to explore their feeling in dealing with the advancement of technology during teaching practicum. Popa and Topala (2018) stated that students with higher levels of technological proficiency create an environment where students are often more comfortable using digital tools; for pre-service EFL teachers, managing classrooms where students are technologically proficient can be a challenge for them. These teachers must find ways to effectively integrate technology into their language lessons while ensuring their teaching methods remain engaging and accessible for all students.

As previously mentioned, this research aims to explore the feelings of pre-service EFL teachers as they deal with the advancement of technology during their teaching practicum. The research seeks to explore how these pre-service EFL teachers feelings while manage the technological environment, and adapt their teaching strategies to meet their students' technological expectations, and the challenges they face in adapting teaching methods with new digital tools. By exploring the personal

narratives of pre-service teachers, this research provides insights into their feelings of dealing with technological advancements when their teaching practicum.

1.2 Formulation of the Problem

This research provides one research question. The researcher explores "How do pre-service EFL teachers feel while dealing with the advancement of technology during their teaching practicum?" By employing this formula, the researcher hoped to find out more about pre-service EFL Teachers' Feelings In Dealing With The Advancement Of Technology During Teaching Practicum.

1.3 Operational Definitions

To avoid misunderstanding the terms used in this research, the researcher provides some definitions related to the research as follows :

1. Technology-Integrated Teaching

: Technology-integrated teaching is the use of technology to support and enhance learning in a modern way. It involves incorporating digital tools into lessons to improve communication, collaboration, and problem-solving. Teachers progress through different stages, starting from basic use to fully integrating technology into their teaching strategies. The focus is on preparing students for the future by using technology to make learning more interactive, engaging, and effective (Dias & Atkinson, 2001).

2. Teaching Practicum

: Teaching practicum is a time during pre-service teachers apply the teaching theory, methods, and strategies they have learned in their class directly with real students in a real classroom under supervision (Petre et al., 2022).

3. Pre-Service EFL Teachers

: Pre-service EFL teachers refer to students currently in an English teacher education program who are taking their teaching practicum to gain direct teaching experience to become EFL teachers (Nugroho, 2017).

1.4 Aims of the Study

Based on the problem that has been described, this research aims to describe pre-service EFL teachers' feelings while dealing with the advancement of technology during teaching practicum.

1.5 Significances of the Research

The researcher assumes that this research gives significance in three aspects as follows :

- 1. Theoretical Use** : This research contributes to the teachings theory by exploring how pre-service EFL teachers feels while integrating technology in the classrooms with highly proficient students in technology.
- 2. Empirical Use** : The research provides empirical evidence on pre-service EFL teachers' feelings while integrating technology during their teaching practicum.
- 3. Practical Use** : This research offers practical insights for teacher education programs on better preparing pre-service EFL teachers to integrate technology in the classroom.

CHAPTER V CONCLUSION

5.1. Summary of the Findings

Based on the findings, and discussion which explored the feelings of pre-service EFL teachers while dealing with the advancement of technology during their teaching practicum. The findings revealed that the participants experienced a range of feelings, including security, insecurity, and happiness. Initially, both Peter and Clara felt nervous and unsure both Peter and Clara felt nervous and unsure, reflecting feelings of insecurity, when they realized their students were more technologically proficient than them. However, as they adapted to the situation, their feelings shifted to security and happiness when they saw their students actively engaging with the technology they introduced. The feelings of Peter and Clara reflect the process pre-service EFL teachers go through when integrating technology into their teaching. This implies that pre-service EFL teachers should actively practice using new technology, reflect on their teaching, and build their confidence through trial and error.

In addition to their feelings, the participants also expressed judgment and appreciation toward technology. Peter initially doubted his ability to teach students who were already tech-savvy, which reflects a judgment of his own capacity. However, he later appreciated how tools like Gimkit, Wordwall, and Quizizz made learning more fun and competitive, showing his appreciation of the value these tools bring to the classroom. Similarly, Clara demonstrated judgment of tenacity by showing her commitment to teaching through various strategies to keep her students engaged. She used tools like Gimkit, Google Forms, and Padlet. At the same time, Clara expressed judgment of capacity toward her students, she stated that they felt more interested and engaged when learning through technology. She also appreciated how platforms like Padlet and Google Forms made learning more interactive and efficient. This implies that pre-service EFL teachers should take the initiative to explore various digital tools, experiment with different teaching

strategies, and continuously reflect on their effectiveness to improve their skills and adapt to the technological demands of modern classrooms.

5.2. Suggestions

In this section, the researcher would like to make some recommendations for university students, English lecturers, and future researchers. First, the findings of this study show that while integrating technology into teaching can be challenging, it also offers great opportunities to enhance student engagement and learning. Pre-service teachers are encouraged to build their confidence gradually by experimenting with digital tools like Google Classroom, Quizizz, Padlet, and many more to find the best ways to interact with students. They should also develop strategies to keep students focused on learning objectives while using technology and address potential misuse, such as over-reliance on translation apps. Second, The findings suggest that pre-service teachers benefit greatly from guidance on how to effectively integrate technology into their teaching. Teacher educators should continue to provide educational technology training so that future teachers can improve their digital skills and integrate technology into their teachings. By encouraging experimentation with new and up-to-date tools teacher educators can help pre-service teachers feel more confident in using technology as an effective teaching tool. Third, future research could dive deeper into the long-term effects of technology integration on the development of pre-service teachers. Researchers could also explore specific challenges related to students misusing technology and investigate strategies to address this behavior.

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NIM : 2521023
Jurusan/Prodi : Tadris Bahasa Inggris
E-mail address : Mustika.kresna@gmail.com
No. Hp : +6287711793300

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