



IMPLEMENTATION OF TECHNOLOGY-BASED LEARNING BY PRESERVICE TEACHERS DURING TEACHING PRACTICE PROGRAM

by

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Abstract:

Technology integration in the classroom has become essential. This situation makes technology a basic need for instructors and students. This study aims to identify preservice teachers' readiness to implement the method used in this study, which was qualitative research. The study participants were 50 preservice teachers in Magelang and Temanggung Regencies, Central Java, Indonesia. The data were gathered using observation, questionnaires, and interviews. The questionnaire was analyzed in percentage, while interviews and observations were analyzed and written descriptively. The results showed that most preservice teachers were ready to face the challenges of applying technology in their classrooms. Most of them have recognized the applications, software, and websites that can be integrated into teaching and learning activities, such as Slides, PowerPoint, Prezi, PowToon, and Canva. Moreover, most students are familiar with and even accustomed to using modern and complex applications that support teachers in improving students' English language skills, such as Google Classroom, WhatsApp, WebEx Cisco, Google Meet, and Zoom. Therefore, preservice teachers must be enriched with content and pedagogical knowledge for their teaching practice.

Keywords: learning; pre-service teachers; teaching practice program; technology

Abstrak:

Integrasi teknologi di kelas telah menjadi komponen penting bagi calon guru pada Program Praktek Mengajar (PPM). Keadaan ini menjadikan teknologi menjadi kebutuhan pokok bagi pengajar dan juga peserta didik. Tujuan penelitian ini adalah untuk mengetahui kesiapan calon guru dalam penerapan teknologi dalam kegiatan belajar mengajar di kelas. Metode yang digunakan dalam penelitian ini adalah penelitian kualitatif. Partisipan penelitian adalah 50 guru calon guru di Kabupaten Magelang dan Temanggung, Jawa Tengah, Indonesia. Pengumpulan data dilakukan dengan menggunakan observasi, angket, dan wawancara. Kuesioner dianalisis dalam bentuk persentase sedangkan wawancara dan observasi dianalisis dan ditulis secara deskriptif. Hasil penelitian menunjukkan bahwa sebagian besar calon guru siap menghadapi tantangan penerapan teknologi di kelasnya. Sebagian besar dari mereka telah mengenal aplikasi, software, dan website yang dapat diintegrasikan dalam kegiatan belajar mengajar seperti Slides, PowerPoint, Prezi, PowToon, dan Canva. Apalagi sebagian besar siswa sudah familiar bahkan terbiasa menggunakan aplikasi modern dan kompleks seperti Google Classroom, WhatsApp, WebEx Cisco, Google Meet, dan Zoom. Oleh karena itu, calon guru perlu diperkaya dengan konten dan pengetahuan pedagogi untuk praktik mengajarnya.

Kata Kunci: pembelajaran, calon guru, PPM, teknologi

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INTRODUCTION

As preservice teachers, students majoring in Language and Arts Education are required to establish their professional identity as teachers (Valtonen et al., 2020; Yada et al., 2021). This identity formed during their studies, mainly through related activities with teaching and pedagogy (Ivanova & Skara-MincEne, 2016). Besides exploring language skills and teaching theory in colleges, the practice of teaching is also important in developing a teacher candidate's professional identity. Teaching practice provides an accurate picture and direct experience of working in school, which is very beneficial for developing professionalism after graduation. Through such practices, preservice teachers get valuable opportunities to apply the knowledge they receive at the university so that their teaching skills will improve (Cardullo & Wang, 2022; Chan, 2014). Preservice teachers understand what it is like to be a teacher by interacting with students and supervising teachers at school (Indriani, 2017). A teacher's identity is formed in interactions with others in a professional context.

Nowadays, teachers are very dependent on technology (Cutajar, 2019). This situation makes technology a basic need for instructors and students (Andriani & Bram, 2022; Han et al., 2019). Everyone, from children to adults, always uses technology in various aspects of education (Egic et al., 2010). Meanwhile, today's technology has developed very rapidly. In today's day of globalization, when information technology is advancing at a dizzying rate, the education sector will inevitably feel the effects of this change. As a result of increasing pressure from around the world, the education sector must continually adapt to new technological developments to raise the bar on educational quality.

In the 21st century, the advancement of education is characterized by integrating various forms of electronic communication and information storage (Vahedi et al., 2021). Learning in this era focuses on students' critical thinking, problem-solving, communication, and collaboration (Rotherham & Willingham, 2009). Job requirements for the 21st century can be broken down into four broad categories: technological competence, creative problem-solving, strong interpersonal and organizational skills, and high productivity levels. Schools must be prepared to face challenges in response to changing labor requirements and progress. It is vital to convey an understanding of 21st-century skills to students. The attainment of proficiency is also achieved by understanding characteristics, achievement techniques, and

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learning strategies undertaken (Wahyuningsih et al., 2023). This is especially true regarding applying information and communication technologies in the classroom.

Training in the use of technology in the classroom has become an essential component for preservice teachers in teaching practice programs (Lai Wah & Hashim, 2021). Determining whether preservice teachers apply these skills when teaching in class is very important, given that learning in the 21st century is more technology-oriented. The potential for technology to improve teaching in terms of appeal, efficiency, and effectiveness has been widely acknowledged, so using technology is an essential part of education (Almekhlafi & Almeqdadi, 2010). Moreover, most teachers have needed help with technology since the start of the pandemic. Therefore, technology is a desire and a necessity in learning media.

In today's world, people rely heavily on technological tools to help them in their daily lives, whether at work or in the classroom (Criollo-C et al., 2021; Yadav et al., 2018). Technology-based learning media is necessary to support learning so that it is carried out well. Instructors or teachers can use tools like Zoom, Google Classroom, Google Meet, or a WhatsApp group to mediate knowledge transfer to their pupils. By using one of these media, millennial students will find learning easy and exciting. Moreover, teachers may keep students engaged and invested in what they are studying by using those tools to provide engaging and engaging subject explanations.

Technology can create activities in the classroom to be more attractive (Arochman et al., 2023). Also, using technology in the classroom helps students become more independent, which suits their needs in learning in the 21st century (Shadiev & Yang, 2020). Technology Enhanced Language Learning (TELL) involves using technology in foreign language learning (Zhou & Wei, 2018). In TELL, teachers use computers or other technology to teach learning activities. Technology-based language learning includes using hardware, software, and the Internet. An example of technology-based language learning, among others, is using an electronic dictionary to look up words difficult in class, reading electronic newspapers, and using applications to improve students' speaking and writing skills (Arochman et al., 2023). Activities that can be used using technology include collaborative class projects, sending emails, web page design, friend feedback in article writing, games and simulations. However, teachers must consider several things in technology-based language learning, such as student demographic characteristics and ability to access technology.

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Moreover, TELL refers to incorporating technological tools into language instruction to improve student outcomes (Zou et al., 2018). The term "TELL" may be used to describe analogue technology, although the reality is that digital technology is far more pervasive and constantly evolving (Brečka et al., 2022). The Internet and electronic gadgets like computers, smartphones, and tablets have altered the nature of classroom activity. Technology has opened the door to new pedagogical approaches, allowing teachers to emphasize values education, collaborative learning, and developing students' critical thinking skills. There is no denying that the development of educational practises over the past few decades has paralleled the development of technical resources, including practices in the Teaching Practice Program.

Teaching Practice Program (TPP) is a means for preservice teachers to apply and put into practice the theories they get as a manifest preparation for becoming teachers (Elias, 2018). In TPP, students practice teaching and applying materials and learning methods that have been obtained to be conveyed to their students through conventional or other means. A high level of professionalism and academic competence in the subject matter and course content is expected of them in this exercise because the Teaching Practice Program is implemented in partner schools and conditions of actual learning activities (Chan, 2014). Figure 1 is the theoretical framework that can be applied in TPP.

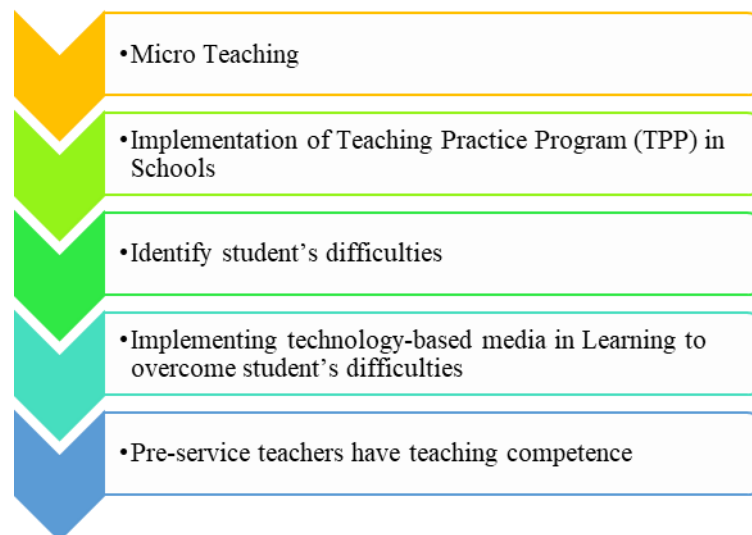


Figure 1. Theoretical Framework of TPP

Based on the theoretical framework in Figure 1, students preparing to enter the teaching profession at Universitas tidar must get a grade of B or above in order to pass the

required micro-teaching course. Of course, students will work hard to exceed these minimum requirements. If the students pass this, they can continue teaching practice programs in school. While at school, students will observe their learning difficulties (Delimasari et al., 2023). Preservice teachers implement technology-based media in learning to overcome student's difficulties. Nevertheless, students are supervised by lecturers, teachers, and instructors to acquire the requisite expertise for careers in education (Juhásová et al., 2022).

Almost all preservice teacher education programmes today include technological instruction in their practicums (Yüksel & Kavanoz, 2011). At Universitas Tidar, with the new curriculum (2017) for English Language Education, students have been equipped with Technology Enhanced Language Learning (TELL) in the 2nd semester. Thus, compared to the previous generation, preservice English teachers' candidates from 2021 until 2022 have a more robust provision for teaching English using technology. This is why it is crucial to assess the level of preparedness of English Language Education Study Program preservice teachers to use technology in their classrooms. Many kinds of technology integration can be used in learning. PowerPoint is a vital tool for creating personal presentations as well as linear e-learning content; Slides is e-learning that integrates with PowerPoint; Prezi is an alternative to PowerPoint in that it supports the creation of nonlinear presentations; PowToon is an online software tool that allows to create animated video explainers; while Canva is a straightforward graphic design tool (Pange et al., 2022). PowerPoint slides as multimedia can be used for learning effectively in a class (UZUN & KİLİS, 2022a). In addition, Prezi with KWL strategy is efficacious in improving students' reading comprehension (Ifah Rahman, 2019). Moreover, PowToon can also increase EFL Students' English skills (Yuliantini, 2021). All mentioned applications are media that can be used for presentations.

Other tools can be used in online learning. Google Classroom is a tool so that teachers or instructors are facilitated to implement student participation in online learning; WhatsApp is the most popular messaging can help to mediate teacher reflection in the classroom; Cisco WebEx is a conference tool that offers a broad spectrum of features with the best service quality; Google Meet is a virtual meeting for video conference and presentation; while Zoom is the most famous virtual meeting that can be used as a media for presentations (M. Amin & Sundari, 2020). To cope with problems during a pandemic, many platforms of digital sources have been implemented in schools, like Google Classroom and WhatsApp (Okmawati, 2020;

Tirtanawati & Salsabila, 2021). Moreover, instructors often use video conferencing platforms such as Cisco WebEx, Google Meet, and Zoom to conduct learning in real-time. Those conferencing platforms have six differentiating factors: facilities and extra features, sharing capabilities, security, presentation and supported apps, qualities, and costs (Thomas et al., 2021). The mentioned tools are media commonly used for video conferences and online learning.

However, not all applications or tools have been used by preservice teachers. Moreover, most of them have no experience in teaching practice. A review of previous findings regarding preservice teachers in the teaching practice program reveals a lack of research examining technology implementation in this area. Therefore, in particular, the research question (RQ) of this research was:

1. How is the readiness of preservice teachers in the teaching practice program?
2. What are most of the learning technologies or applications used by preservice teachers in the Teaching Practice Program and its implementation?

METHOD

Design

This study employed descriptive qualitative and quantitative techniques. Descriptive analysis focuses on the definition of the features of a single person or group. A qualitative descriptive methodology measures a person's portrayal, including analytical and philosophical components (Doyle et al., 2020). Notwithstanding, they further note whether discursive data may contain spoken and written text. The study also used study information. The study's informative approach attempts to explain a specific phenomenon explicitly and extensively in an environment that is otherwise compatible with the purpose of this research (Khan, 2019). This research activity also explores models' technology-based teaching and learning. In this study, there were a few other inverse phases: the analysis, data processing, data review, and reporting. The researchers created a questionnaire to explore the technology used by the participants. The expert in the qualitative study validated the questionnaire. In this case, the researchers appointed a lecturer as a validator questionnaire. Then, the questionnaire was analyzed using product moment to determine its reliability.

Participant

Consequently, the respondents of this research were 7th-semester students of the English Language Education Program at a University in Central Java, which taught practice during the years 2021 - 2022. The population in this study was 200 students. The number of participants throughout this sample was 50 respondents. All of these TPP teachers' candidates have passed the microteaching class, TELL, and other prerequisite courses as determined by the study program. After the students passed this, they continued teaching practice programs in school. The study's sampling technique was random sampling. This data collection method was chosen because this method was quite simple and easy to do. The places of study were the junior and senior high schools around the city of *Magelang*, *Magelang Regency*, and *Temanggung Regency*, which were appointed partners for the University's Teaching Practice Program. There were 7 Senior High Schools and 11 Junior High Schools in Magelang City, 13 Senior High Schools and 12 Junior High Schools in Magelang Regency, and 5 Senior High Schools and 2 Junior High Schools in Temanggung Regency. Each school consist of 2 students as preservice teachers of English. The practice of preservice teachers in one of the schools in Magelang Regency is shown in Table 1.

Table 1. *The number of Preservice teachers*

Demographic Characteristics	Number of Respondents
Age Groups (Years)	50
20	4
21	30
22	14
23	2
Gender	50
Male	22
Female	28
Location of Preservice Teachers	50
SMA/MA in Magelang city	7
SMA/SMK/MA in Magelang regency	13
SMA/MA in Temanggung regency	5
SMP/MTs in Magelang city	11
SMP in Magelang regency	12
SMP in Temanggung regency	2

Data collecting technique

Research data were obtained through daily journals, including students' teaching practice, observation, questionnaires, and interviews. The expert of the qualitative study validated the questionnaire; in this case, the researchers appointed a lecturer as a validator questionnaire. The questionnaire was used to answer the first research question related to the readiness of preservice teachers in the teaching practice program. There were ten close-ended and five open-ended questions. The questionnaire was distributed through the online form to all the preservice teachers. After that, interviews were conducted in this study to corroborate and confirm the questionnaire results. There were eight questions, and they were given through Zoom meetings. There were ten students, and they were divided into two groups. As for observation, the researchers observed the direct application of technology carried out by teaching practice students. Interviews and observations

Data analysis technique

To analyze data from journals, researchers used the method of elimination. The researchers eliminated records related to the use of technology in the classroom during the Teaching practice program. Data from questionnaires, interviews and observations were described in tabular and descriptive form. The questionnaire was shared with participants to know their perspectives on some questions. After getting the data from the questionnaire, the researchers analyzed the results as a percentage.

Meanwhile, the data from interviews and observations were analyzed and written descriptively so that the information could be read easily. All data from teaching practice students' daily journals, observations, questionnaires and interviews were checked using triangulation techniques To obtain valid results. In the triangulation technique, in this case, researchers used different data collection techniques to get the data from the same data source and obtain data validity.

RESULT AND DISCUSSION***Result***

This study aims to identify the preparation of 7th-semester students or prospective English Education teachers ready to participate in the Teaching Practice Program. The initial purpose of this research was to investigate the role of technologically-based media in the educational processes of future educators. The implementation of TPP usually takes three

months. However, due to the COVID-19 pandemic, TPP activities were held for one month each for 2021 and 2022. With such conditions, the researchers focus on implementing the Teaching Practice Program of preservice English teachers in preparing and using technology for teaching and learning activities. The findings will be elaborated as follows.

1. The readiness of preservice teachers in the teaching practice program

The questionnaire was taken online by filling in the Google form we provided To prepare the TPP of preservice teachers. The results of the questionnaire are summarized in Table 2.

Table 2. The results of questionnaires to preservice teachers

Statements	Yes	No
You are familiar with the word processor application	48	2
You are familiar with the technology to do an online presentation	47	3
You are familiar with technology to have online discussion	47	3
You are familiar with technology for audio/video editing in supporting teaching and learning activities	40	10
You are familiar with technology to have communication with peers/students/supervisors	45	5
You are familiar with technology which supports teaching speaking	44	6
You are familiar with technology which supports teaching reading	46	4
You are familiar with technology which supports teaching writing	43	7
You are familiar with technology which supports teaching listening	44	6
You are familiar with technology to support teaching micro skill subjects (grammar, pronunciation and vocabulary)	41	9
Total	445	55
Percentage	89%	11%

Based on Table 2, overall TPP of preservice teachers knew and mastered the technologies needed to support teaching and learning activities. Table 2 shows that more than 89% of the respondents are familiar with technologies related to word processing, making presentations, conducting online discussion activities, and communicating with students, parents, peers, and TPP supervisors. More than 75%, but less than 90%, have mastered the technology for editing audio and video and the technology or applications that support them to teach English language skills. Therefore, it can be said that all preservice teachers were ready to use technology to teach students in teaching practice programs.

2. Most of the learning technologies or applications used by preservice teachers in the

Teaching Practice Program and its implementation.

The second research finding was about the type of technology or application that students often use. Data was obtained through distributed questionnaires, as shown in the following description. Regarding word and data processing technology, the TPP of preservice teachers was more familiar with Microsoft Office, and only a tiny proportion of them used WPS and Google Forms. On Microsoft Office, the preservice teachers were familiar with explaining their materials using PowerPoint like.



Figure 2. A preservice teacher teaches using PowerPoint in a class

Preservice teachers were more familiar with Microsoft PowerPoint for making presentations. PowerPoint is an application program in Microsoft Office that is used to make presentations in the form of slides, both in simple and complex presentations. This application is widely used by business people, lecturers, teachers, and students because it is not complicated to use, and many designs or templates will make presentations more attractive. Only a few other applications, such as Slides, Prezi, Powtoon, and Canva, were used. The use of presentation media is shown in Figure 3.

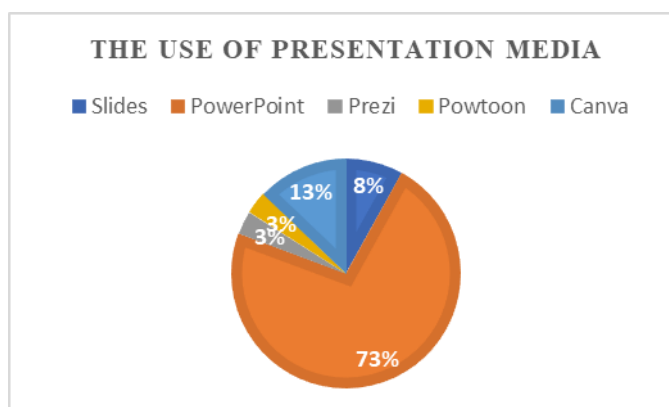


Figure 3. The proportion of using presentation media

Figure that preservice teachers commonly use Power Point. A total of use This is because PowerPoint has many benefits and conveniences. One of them is that it makes presentations in attractive forms because they are supported by display templates, animations, videos, audio, images and even 3D images. Then, in connection with online discussions, the TPP of preservice teachers became very familiar with applications such as Zoom, Google Meet, Webex Cisco, Google Classroom, and WhatsApp Group. The total number of preservice teachers who used those applications can be seen in Figure.

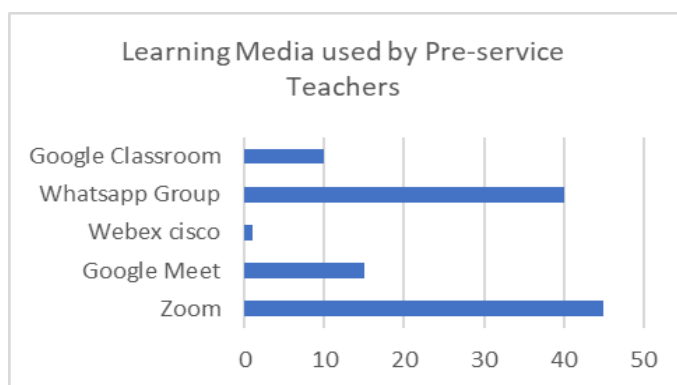


Figure 4. The total of teachers who applies for the applications

Based on Figure 4, it can be seen that most of the preservice teachers were familiar with Zoom. It was because they, as students, always used zoom for the learning media during the pandemic. As many as 45 preservice teachers (90%) agreed that they use the media of Zoom in a class. In addition, to connect with students, colleagues, teachers, and supervisors, as many as 40 preservice teachers (80%) were very familiar with WhatsApp Group's media. Furthermore, for others, TPP of preservice teachers also used Google Meet, Google Classroom, and Webex Cisco.

Moreover, preservice teachers were used to editing video and audio. These three applications can be accessed on a smartphone. In addition, to support teaching and learning activities, some preservice teachers for TPP were familiar with the Seesaw Media and Google Meet applications to teach English speaking skills. Only a few students were familiar with Discord.

Regarding listening skills, preservice teachers were familiar with YouTube. Only a few of them used other media, including the TED-ED application. To support learning and teaching activities for English writing skills, preservice teachers for TPP were familiar with the Storybird, Quizizz, and Kahoot applications. Regarding teaching reading skills,

prospective TPP preservice teachers prefer to use the BBC Learning English and Newsela websites.

All preservice teachers were done with their jobs in the teaching practice program. Based on the interview with the preservice teachers, it was found statements:

I usually teach students using media Zoom, PowerPoint, and WhatsApp groups. Zoom is used when the learning is online. The projector is used as visual technology to support the teaching and learning activities in class, while WhatsApp is used to share the material, assignments, and media for communication after class dismisses (Preservice Teacher 1).

As educators, preservice teachers must be able to innovate themselves and their students, meaning that the teacher must be able to arouse the spirit of motivation in students by using various. With online learning, teachers must not forget their jobs to continue to provide material explanations to their students and not just give assignments. Another statement from the interview can be accessed as follows.

The learning apps which I used in the teaching practice program are Padlet and Mentimeter. The students like to use this app because it is free. These apps are only used at the beginning of the class to ask about the student's background knowledge (Preservice Teacher 2).

Discussion

From the findings of this research, it can be seen that all preservice teachers were ready to implement. The finding is partly similar to that of Janssen et al. (2019) in that preservice teachers get a sense of what it is like to be a teacher by interacting with students and supervising teachers at school. Here, preservice teachers build a philosophy and teaching practice (Börekci & Uyangör, 2021; Kim & Sankey, 2018). At the Faculty of Education and Teachers Training of the university, 7th-semester students did a Teaching Practice Program (TPP) at Junior and Senior High Schools around Magelang City, Magelang Regency, and Temanggung Regency. In this activity, students taught high school students directly, accompanied by supervising teachers from these schools.

As preservice teachers, students observed learning activities in the classroom as well as administration and technology-based media that need to be prepared by the teachers. In line with the finding, Karatas Arpacı (2021) found that Literacy, knowledge, skills, attitudes, and technological fluency all play vital roles in 21st-century learning. Therefore, as the spearhead of human development, teachers must know about developments and changing times. The goal of 21st-century education policy is to equip educators and students with the skills they

need to keep pace with the rapidly evolving technology landscape. Moreover, students today need to be able to think creatively and critically, problem-solve, communicate effectively, and work together effectively because of the pervasiveness of communication in every aspect of life (Keane et al., 2016; Yu & Wan Mohammad, 2019). Because of its significant influence, teachers should be able to prepare students to adapt to the times and compete well in the future.

Furthermore, the different result emphasizes that there are four principles of 21st-century learning; namely, learning must be student-centred, learning must be collaborative, learning must have context, and schools must be integrated with the community or social environment (Herzfeld et al., 2020). At least right now, Indonesia has a 2013 curriculum, and currently, some schools have the opportunity to implement the Merdeka Belajar–Kampus Merdeka (MBKM) program, which can later be integrated with learning. An integral part of being human is the ability to communicate using a language (Haumahu et al., 2024). Learning a common language facilitates individuals' socialization, information sharing, and relationship-building. In addition, the ability to communicate using good pronunciation with one another is essential to human survival (Octaviani et al., 2024). People who do not speak the same primary (or even second) language rely heavily on language to convey their messages to one another (Sturrock et al., 2020). It is another proof that learning a new language is crucial to succeeding in the modern world.

The second finding of this research was that most of the learning technologies or applications used by preservice teachers in teaching practice programs and their implementation. Here, it can be concluded that although learning is online, the teaching and learning process still runs well because of learning applications and technology. The current study's finding is also partly in line with the finding of Lacka et al. (2021) that the use of technology-based media in the learning process has a considerable influence on improving student development. As is known, our students are the Alpha generation, so let us start introducing educational technology to our students in learning activities. Educational technology is a field that facilitates learning, both at the preparatory stage through activities of identifying, developing, organizing and using all learning resources as well as in the learning process itself. This educational technology is formulated through creating, using, and managing appropriate learning processes and resources as ethical studies and practices in

facilitating learning. This is where the two definitions have the same character and orientation to understand educational technology not as an established discipline of knowledge such as psychology, sociology, and economics but as a field of scientific study.

Ethics in education technology refers to the study and practice of developing, deploying, and overseeing technological assets to maximize their positive effects on education and student outcomes. The goal of educational technology is to optimize the learning experience through the strategic application of technological tools. Educational technology is a field of applied science that synergistically combines several disciplines to facilitate the learning process, improve the quality of learning, and improve performance.

The findings of this research have shown that preservice teachers like to use PowerPoint when they teach and use Zoom if it is an online class, which is similar to the study done by Sarkadi Iasha (2019). They also have minimum knowledge and understand how to use basic technology. For this reason, it is helpful to keep in mind the following three fundamental concepts (Turvey & Pachler, 2020) when creating and implementing new forms of educational technology: (a) system approach, which is a sequential and directed way to solve problems, meaning to see everything as a whole with all the components that are attached, (b) focused on students (student-centred), meaning that classroom instruction and other forms of student-centred training are designed with the individuals who will be receiving the instruction in mind, (c) as a result of interacting with multiple learning resources to an entire degree and most variably possible, pupils learn.

Under the supervision of lecturers, teachers, and instructors, preservice teachers in the Teaching Practice Program engage in the following activities: (a) teaching practice, which includes planning, implementing, evaluating, and reporting; (b) services for students with learning difficulties in the subjects taught; and (c) schooling practises, namely participation in school services and management (Gebretinsae & Karvinen, 2018). This category includes both in-class and extracurricular educational activities, such as classroom observation, to observe various characteristics in the learning process and participate in school management activities (including school meetings and administrative tasks). These steps are taken in a coordinated and streamlined fashion to fulfil the needs of the developing teaching profession.

Given how learning in the 21st century is becoming increasingly technologically focused, technology integration should be part of the teacher's repertoire from the beginning.

Integrating technology in teaching is quite tricky for preservice teachers or new teachers. Therefore, the use of technology is the role of teachers as long as the Teaching Practice Program (TPP) helps them to face the challenges in the 21st century. Preservice teachers from the English Language Study Program have guest lectures on applying. Therefore, it is imperative to know the extent of preservice teachers to which the students from the English Study Program apply or apply technology in the classes they taught during TPP.

Teaching candidates see technology as a tool that can help them connect and construct knowledge in more accessible settings. Technology can be explicitly used to) provide a system of interconnected communication among instructors, lecturers, students, and instructional materials. Zoom, Google Meet, WhatsApp Group, and other similar networks are only a few examples of online tools that can be utilized for communication. b) offers multiple realistic, challenging, and safe settings to practise solving problems. c) seeking out new information, images, and videos online and using this material to construct and shape meaning actively. Students will not only have a better time while researching, but they will also have a deeper understanding of the material.

CONCLUSION AND IMPLICATION

Conclusion

The current study helps reveal preservice teachers' readiness. Most of them are familiar with technologies related to word processing, making presentations, and conducting online discussion activities. In addition, almost all preservice teachers have mastered basic technology that can support online teaching and learning activities in the English class. This study also helps to reveal the learning technologies or applications used most by preservice teachers in the Teaching Practice Program. Most of them are familiar with presentation media, and PowerPoint is the most used media to help them present materials. Moreover, most preservice teachers use Zoom and WhatsApp to implement online learning. Thus, the readiness of preservice teachers and the media they use can be a consideration for further preservice teachers in deciding to use suitable media for learning.

Limitation` `

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From the result, it can be seen that the result of this study has some limitations. The first limitation is that researchers only look to determine preservice teachers' readiness. Then, researchers only used a few media for presentations and online learning.

Implication

For this reason, further research is needed to find out whether other media can be used to improve student learning. Furthermore, future researchers can determine the effectiveness of these media so that they can be implemented more widely.

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