ABSTRACT

Hutapea, N.K., 2025. English Education Teacher Candidates' Readiness in Integrating Technology Based on the TPACK Framework. Thesis. English Education Study Program, Language and Literature Department, Faculty of Teacher Training and Education, of Universitas Jambi. First supervisor: Lilik Ulfiati, S.Pd., M.Pd. Second supervisor: Dedy Kurniawan, S.S, M.A.

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Rapid technological developments require teachers, including prospective English language teachers, to be able to effectively integrate technology into the learning process. This study aims to measure the level of readiness of prospective teachers in integrating technology based on the Technological Pedagogical Content Knowledge (TPACK) framework. This study uses a quantitative approach with descriptive statistical methods. The research sample consisted of 105 English Education students from *Universitas Jambi*, class of 2021, who had completed or were currently taking the *Pengenalan Lapangan Persekolahan (PLP)* course or were in the process of completing it. The instrument used was a questionnaire containing 39 statements tailored to each indicator and component in the TPACK framework, such as TK, PK, CK, TPK, TCK, PCK, and TPACK.

The research results indicate that overall, prospective teachers' readiness is in the 'Ready' category, with an overall average of 3.14. The Technological Knowledge (TK) component received the highest score and is in the 'Very Ready' category, while the other components (PK, CK, TPK, TCK, PCK, and TPACK) are in the 'Ready' category. This study provides a realistic picture of the readiness of prospective English language teachers to integrate technology into the learning process based on the TPACK framework and emphasizes the importance of continuous training in supporting comprehensive mastery of TPACK to address the challenges of 21st-century learning.