

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This research has been conducted at SMP 7 Banjarmasin. Where the findings of this study consist of two parts. The first is to find out the teacher's experience in teaching in the classroom by using the TPACK framework in teaching speaking skills. The second is to find out the problems and challenges in using the TPACK framework in speaking skills. for the respondents are 2 teachers Researcher call me R1 and R2, the class taught is the first class created in 2023, which is a trial class to separate students who have standard abilities and students who have above average abilities, so you can call their class by the name of the bilingual class, and for the bilingual class consists of two classes, namely class VII G and class VII H. The purpose of this study is not only to generalize the findings of this study, but also to generalize the findings of this study.

The purpose of this study is not only to generalize how the TPACK framework is established in the classroom, but also to find out more deeply how teachers think about the application of the TPACK framework in the classroom in helping students improve speaking skills using technology and to achieve the learning outcomes that have been written in the teaching module.

1. Using The TPACK Framework to Improve Students' Speaking Abilities

a. Technology Used by Teachers When Teaching in Class (T)

The observations and interviews conducted by researchers for each teacher explained that the use of technology was to help teachers make it easier to convey material. In this study, researchers focused on teachers regarding the development of speaking skills through a framework. TPACK is used when teaching in class.

The technology used by teachers varies depending on the adaptation of the material to be taught in class, therefore teachers prepare well for the technology used.

In an interview with teacher R1 conducted on 08 May 2024 and also several observations in the class taught, namely class VII H.

"Of course we have to sort this technology, all of them are good but not all of them are suitable for speaking skills, we first adjust them to the availability of technology in our place, whether the carrying capacity supports it or not, secondly whether the human resources master the

technology or not, even if we master it. we have to consider whether the students have mastered it or not, so what we need is students, we have to make sure first that they master the technology". (R1)

In the teacher's statement above, teachers need to first choose what technology is appropriate to support the material to be taught and it must be ensured first that the teacher must master the technology and students must also master the technology used by the teacher so that students will understand the material later taught by the teacher and the researcher also made observations on April 22 and 23 2024, that teachers used technology when teaching in class. Students were allowed to use cellphones to do assignments given by the teacher, such as using applications such as Google Translate and YouTube.

Then in an interview with teacher R2 which was conducted on May 7 2024 and also made several observations in the class being taught, namely class VII G.

"Of course by using technology that is appropriate to the material to be taught, but it is necessary to ensure that students understand the technology and do not misuse it when learning in class is carried out." (R2)

So here the teacher must prepare in advance the technology that will be used and teach what is permitted to use it so that students do not misuse the technology in observations on 18, 25 April 2024 carried out by researcher they saw teachers using technology to help students in working on the questions given, such as using speaker media and playing songs in English where students were asked to write

down vocabulary that they could hear, and just being collected in front of the class, students are required to be able to mention the vocabulary that has been written, students are also allowed to use cellphones to access applications such as Google Translate and several other applications.

"To choose a method for teaching in class, we prefer to use things that are around us, for example using a projector to display power points and it can also be wise for students to use their cellphones, so that when problems occur, such as a power outage, the class will continue to run and the teacher here will be more choose the directions provided in the package book so that the learning objectives can be realized" (R1)

From the statement above, teachers choose technology that is easy for students to understand and understand and they can also use this technology well, although sometimes students can misuse this technology, for example for their personal interests, such as opening something that is not related to learning.

b. Pedagogical Strategies Used by Teachers (P)

There are also problems with the teaching methods used using technology in speaking skills. Here the teacher is free to choose a suitable method where the method is directly related to the material taught in the classroom. Researchers found during observations that the methods used supported learning in the classroom, namely making it easier for students. in understanding the material.

However, there is a slight difference in the methods used by teachers, because teacher R2 is a (*guru penggerak*), as said by the teacher:

"The appropriate method here is how the teacher adapts to the students' conditions in class. Sometimes the methods that have been prepared can change drastically so on Thursday we have to adjust to the students' conditions, for example when students are tired after other students have used their energy, then here "We adapt technology and media so that students can remain focused on capturing learning. Here, in every lesson Students are more concerned with memorizing some of the vocabulary they write, so that they memorize more of their vocabulary." R2

From the statement above there is a slight difference in terms of the method used because the teacher said, here the teacher has the full right to adjust the media when learning in class, here the teacher focuses on increasing their vocabulary memorization so that it can be useful in the future, because here R2 is the driving teacher to become a complete teacher really understand the challenges of implementing the independent curriculum well.

c. Content Knowledge of the Teacher (C)

The speaking skills material taught by the teacher is about items around the school and extra-curricular activities at school. At first, teacher R1 explained the teacher about the material being taught, only after that the students were asked to answer what the teacher asked, such as objects. What objects are around the school and what activities they participate in, there is also the technology used, namely the teacher can display images using a projector screen and students can see clearly the

technology here really helps the teacher in conveying the material, as the teacher said:

"For technology issues, teachers prepare it before entering class, so that it can be used immediately, so that students can prepare what they need and help the teacher in conveying it." (R1)

From the statement above, using technology must be prepared in advance so that it can be used directly in class. Therefore, teachers expand learning and choose suitable technology so that students can more easily understand what the teacher will convey.

The material taught by teacher R2 is about verbs and vocabulary and remembering the material taught. Here students are asked to write about 150 words which must be completed before the lesson time runs out. Here the teacher takes the initiative to use speakers so they can hear songs in English which are here to create a calm atmosphere and as long as it doesn't disturb the class next door, as the teacher said:

"Students' conditions are different when teaching and there is quite a lot of material to be provided so that they also get a lot or digest the material presented. Students are given a broader context so that they know more about the following material. Here students learn independently when they are handed the material. The teacher wants them to understand them better when doing their assignments. R2"

From the statement above, the teacher does not hesitate to provide a lot of material, because the teacher here knows that they are able to grasp the material that is presented. Here the teacher also states that the condition of the students is influenced by whatever activities they do at school.

d. Integrating TPACK when teaching in class

In several observations and interviews, researchers found the integration of the TPACK framework in learning speaking skills, teachers taught using media and technological tools to help students understand the material being taught to make it easier for them, as the teacher said:

"Technology is very helpful in learning because currently technological development is developing very quickly, so here teachers are told to be able to implement it in class, even though new teachers can use it, because in the independent curriculum they are required to be able to use it". R1

From another teacher who is a driving teacher, he knows more about the independent curriculum, as said:

"In implementing the independent curriculum, we can be sure that for today's Students technology will never be separated from their daily lives, so we can be sure they are used to using it. Here, teachers must also be able to use technology in the classroom to support learning". R2

From the statements of the teachers above, it can be concluded that technology can never be separated from everyday life, one of the technologies that we often use is smartphones, teachers and students definitely have them. This year students are allowed to use rice on condition that it is only used for study purposes, but many students misuse it. during break time they use it freely.

2. Problems and Challenges Faced in Using The TPACK Framework

a. Limited Technology Provided at School

Limited technology in schools is an important problem that must be overcome. Initially the technology provided was sufficient, but over time many of the equipment broke down and had to be replaced with new ones, as stated by the teacher:

"Perhaps there is a shortage at the moment, due to frequent use, many are damaged, therefore teachers must ask for permission in advance for the technology that will be used the next day so that no one uses it during class time." R1

As for another teacher, he said:

"For technology, it can be said to be safe in at least some cases, such as when the school's electricity suddenly goes out, examples can be taken such as using speakers in listening, using large Bluetooth speakers provided by the school, adapting more to technology that affects the school's electricity" R2

From the statements of the teachers above, perhaps at the moment there is a slight shortage in that they have to take turns with other teachers, because other teachers also at certain times use technology provided by the school, such as speaker software, projectors, but sometimes this technology does not function properly. So teachers use other methods to deal with it, such as teacher R2 who chooses his own technology which is not provided by the school so he can always use it and if it is damaged he can repair it himself.

b. Pedagogical Obstacles in Teaching in The Classroom

There are several challenges that teachers must face when designing activities with technology integration, as the teacher said:

"One of the problems is that there are no breaks in study time due to noon time, the teacher has to prepare or recondition the students twice at the beginning of the break and after the break, that is also a challenge, to bring back their concentration by icebreaking, it can focus them again or indeed The material needs to be properly focused, really focused on capturing the material being taught. Teachers change hours so that after a break, they immediately start 2 hours of lessons, changing hours with another teacher. If the time is available, it will increase the time needed to re-explain and condition the children after the break." R1

From the statement above, mother's class time coincides with the midday prayer rest time, so what was originally supposed to be 2 hours of class, so the students' time was available, so they had to go to class twice, here the teacher needs to explain again

the material that was taught in the first hour and in the second hour it must be explained again so that they still remember the material being taught, but the mother gets a lecture so that when the material being taught has a big focus and then the mother asks another teacher to come in the hour before the break, so it could be said that the teacher goes straight into 2 lessons after the break.

As for students' difficulty concentrating at the end of the lesson, as the teacher said:

"It definitely has some influence but because what is being taught is a bilingual class/choice class where they, provided that their ability in English is above the average of other classes so the teacher doesn't experience any difficulties in teaching in class, you could say there are a few obstacles but it doesn't have an effect". R1

From the statement above, there are a few obstacles that teachers face when teaching using technology, but because they are one of the bilingual classes whose abilities are above average for other students, it is not a big problem.

As for teachers who also have their own obstacles, as the teacher said:

"It can change, prepare a plan at the beginning, for example, like using a projector but suddenly the lights go out and it will mess up what was prepared at the beginning,

so at the beginning the digital base will immediately adjust to the paper base then consider the consequences of the remaining time, if it's not that long." 5 – 10 minutes then they will wait until they finish doing the task that has been given." R2

From the statement above that having another plan when facing an unexpected situation, the teacher must be able to handle the problem calmly and relaxedly so that everything will go according to what was planned at the beginning. Here the teacher's initiative plays a very important role in student development despite what has been done. plans must change drastically.

Another problem found in students who have abilities that are above average compared to other students is that these students often say rude things to other friends, from the teacher's statement:

"Actually, dealing with children who are a little like that, like the difference in level can be said to be children who are capable but they are fine, but those who are above average are a little more toxic, it would be better for children like that to stop bad behavior. like that, directly supervised after they unconsciously said harsh words in front of their teacher, then the teacher or homeroom teacher with his representative immediately asked their parents who would be given the news by the class teacher, because if they were reprimanded at school they would tends to be exactly that. "Students who have low abilities will follow what their teacher has directed, but for children at a level above they will be a little more indifferent to what their teacher has directed them to do." R2

From the statement above, students who are used to using harsh words are students whose environment is used to that, so it will be easier to overcome this by informing their parents directly so that the parents can monitor the child's social interactions and can limit activities that cause this.

B. Discussion

The data that has been collected is analyzed in this section. where the researcher will connect the findings that have been obtained with existing theories and will answer this research question.

1. Using the TPACK Framework to Improve Students' Speaking Ability

From the results of what has been done by the teacher in using technology in the classroom to practice speaking skills when carrying out learning activities so that students can understand well, where the teacher interacts a lot with students in English. This is related to the use of the TPACK framework. This is in line with Misirli (2016. p. 16) The TPACK model allows teachers to transfer knowledge content to students and also helps to make them more interesting and experienced in dealing with technology. Furthermore, the findings from this research show that the integration of technology in the classroom, especially in English classes, has a better impact on the learning process and also for students at the primary school level Costley (2014. p 25) & Lubis (2018. p. 10).

When the teacher carries out lessons in class to support students' English language skills, the teacher asks students to open the material to be taught which contains dialogues that students can learn to improve their speaking skills. The purpose of this activity is to determine the individual abilities of students, to determine their understanding of the material being taught. Collier and Thomas (2017. p. 15) suggest that activities that improve language skills use exercises that require long-term time for speaking skills.

Here the teacher uses appropriate strategies in using teaching technology in the classroom because good selection can facilitate students' understanding of the material being taught, therefore teachers need to prepare well about the material being taught in class. For example, teachers distribute several assignments to students which are done in groups. Students are allowed to use existing technology and get answers. Before that, students also have to discuss with their respective groups. Swain (2000. P. 16) suggests that group work and discussions in two languages can enrich students' learning experiences. Improve problem solving and critical thinking. This, as stated in the TPACK framework, must be considered to create an effective learning situation with technology. When technology matches the content, teaching methods must support the content and technology. This means that TPACK as teacher knowledge, allows students to integrate technology in the classroom.

Based on observation data, here teacher R1 uses technology which can support the material presented so that it is easily digested and understood by students and also makes it easier for the teacher to determine which technology is suitable for use in

class. As stated by Ziphorah (2014. p. 20) TCK is knowledge about the relationship between technology and material content. Good knowledge of technology will also have a good impact on the ability to convey the material to be taught. Here it is also in line with the findings with teacher R2, the researcher saw clearly when making observations that the teacher very carefully chose suitable technology that could be used in class teaching so that students could more easily understand what was being conveyed and the teacher was proficient in using it.

Before learning in class, teachers R1 and R2 study first by mastering the material extensively and thoroughly so that later the teacher will no longer be confused in conveying the material being taught based on interview data conducted by the teacher. This finding is related to CK, which is knowledge of the material that will be studied by students and teachers must master the teaching material broadly and deeply so that it can be delivered and received well by students Agustina & Dewi (2023. p. 5)

Here both teachers use the same technology, such as a projector, which is used to display the material to be taught, where the teacher here displays images that can be seen by students to facilitate students' understanding of the material being taught. This was stated by Suyamto, Masykuri & Sarwanto (2020. p. 14) TPK is knowledge about various technologies that can be used by teachers and is able to support the material taught.

Based on the results of interviews with teachers R1 and R2, here teachers need an approach with students so that it is easier for teachers to determine learning strategies, such as students not being shy about asking questions even though students

are a little timid in asking questions, teachers here also choose various ways so that students can easily accept the material presented, After the teacher sees what the classroom situation is like, only then can he determine the appropriate methods and strategies to use at that time. This is as stated by Agustina & Dewi(2023. p. 7).

2. Problems and Challenges Faced in Using The TPACK Framework in The Classroom

Based on data collected from two interviews with teachers who use the TPACK framework when teaching speaking skills in class and also the researchers' views during class, it is known that there are several challenges faced by teachers in using the TPACK framework. Some of these problems and challenges are due to the lack of technology provided by the school, there are some students who are difficult to manage in class, many students blame the use of technology that is allowed by the teacher, sometimes students lack focus because study hours coincide in the middle of the day and classes are paused due to coming in. time off.

However, teachers also often face several other challenges such as technical problems which can be said to be internet connection problems, limited time and also teachers having to decide which questions must be in accordance with the learning objectives. These challenges can occur in the teaching and learning process. This is where the TPACK framework must be considered by teachers because it helps teachers in dealing with the integrity of technology in the classroom BugueÃ (2013. p.

10). However, providing technological resources without integrating them effectively into learning will not produce better learning Ziphorah (2014).

As before, the TPACK framework must be considered to create effective learning situations using technology. Where technology is related to content, the teaching method must support content and technology. BugueÃ (2013. p. 13) stated that TPACK as teachers' knowledge, allows them to integrate technology in language classes. Therefore, it must prioritize and achieve competent communication among students. To achieve this goal, teachers must be equipped with adequate knowledge and literacy regarding technology, which is very necessary because they will act as facilitators and also provide information in the classroom Jagtap (2016). Teachers will continue to learn using the technology provided at school. This was stated by Ngatminiati, Hidayah & Suhardiman (2023. p. 12) that for novice teachers, everything will be more natural when dealing with technology because they were born with technology themselves. Meanwhile, for old teachers, integration is difficult because they have to learn and change their views on new knowledge about technology. As mentioned by the teacher, teachers who are used to using classic methods of teaching will find it easier to change to modern methods because old teachers will be more used to teaching without using technology, for new teachers it will be easier to teach using modern methods because they are more used to teaching. using existing technology.

Apart from that, lack of facilities is another consideration for integrating technology in the classroom. Here the teacher as a learning resource is responsible for preparing the material, determining how to deliver the material and what the

technology is. Just right to help teachers convey material better. Then the supporting facilities depend on the stakeholders from the institution where the teacher teaches. Also, if the school supports the availability of technological equipment such as LCD projectors, computers/laptops and good internet connections, it will be easier for teachers to integrate any application or technology for teaching. In this research, the school has supported it by providing technology that can be used. However, the problem is that the internet connection is sometimes not supported and other technical problems are caused by electricity which can suddenly go out, resulting in the technology being used not functioning. Therefore, teachers must be creative and look for other opportunities such as using media around the classroom, namely books or paper.

In addition, having access to technology does not mean that students' academic abilities will change drastically, but technology must be used to provide opportunities for students to improve their performance. In addition, creating assignments that are meaningful and appropriate to the application or technology provided is a big challenge for teachers. Time is needed for preparation before technology is used in the classroom. Because the TPACK framework is a unity of three main elements and is a meeting point between them, teachers need to be careful in choosing technology. He has ensured that the pedagogy matches the content and the technology must meet the teacher's needs to deliver the material effectively. If these aspects are not balanced, then the role of technology will be exceeded. One of the lecturers once said in his presentation that technology should not be a substitute for the learning process but technology should be

an innovation for teachers to make the teaching and learning process better Sari et al. (2021. p. 25).

Apart from the challenges faced by teachers, the integration of technology in the classroom also brings opportunities both for the learning process and also for teachers and students. First, challenging assignments that motivate students to actively participate in class activities also motivate teachers to develop themselves for better personal development. Students in this modern era are born with technology which makes them always curious about technology itself. When they are curious, they will search and learn about technology while the teacher delivers the material too. Teachers also have the opportunity to learn new things related to technology that they did not know before and improve themselves in their professional development. Second, it is believed that when someone enjoys doing something, the results will be better than when they are forced. Therefore, if students are happy in the teaching and learning process they will get better results Willis (2007). Therefore, Anne realized that to create a pleasant classroom environment, technology integration is one solution that can provide students with the opportunity to produce multimodal products. In line with this Himmelsbach (2019) reports that with the integration of technology there are many resources to improve education and make learning more fun and effective.

The challenge in handling student's speaking skills when learning in class uses the TPACK framework, which is that when students don't understand what the teacher is saying, students are afraid to ask questions but their classmates say don't be afraid because if you make a mistake in pronunciation, the teacher will be happy to correct it.

This was stated by Fadillah & Saleh (2013. p. 7) With good relationships with classmates considered as one of the factors that can reduce anxiety, the characteristics of good classmates are likely to make students get along with them, which seems to contribute to class.

The challenge in handling students' speaking skills when learning in class uses the TPACK framework, namely when students do not understand what the teacher is saying, students are afraid to ask questions but their classmates say don't be afraid because if they make a mistake in pronunciation, the teacher will be happy to correct it. This was stated by Fadillah (2009. p. 3) With good relationships with classmates considered as one of the factors that can reduce anxiety, the characteristics of good classmates will most likely make students get along with them, thereby contributing to the class.

Here the teacher also plays an important role in being able to motivate students so that they are not afraid to speak, where the teacher allows students to ask something they don't understand about the material being presented, but other students become a factor, if they make a mistake, the others will laugh at them. stated by Fadillah (2009. P. 3) that most students experience anxiety in English class because of learning and formal situations, such as students not wanting to look at the teacher in an effort to avoid questions, students prefer to remain silent to minimize interactions using English. This condition is also caused by low student motivation to be able to master English and high student anxiety when they are afraid of making mistakes in using English.