

**TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE (TPACK)  
FRAMEWORK ANALYSIS IN ENGLISH SPEAKING SKILLS  
INSTRUCTION AT JUNIOR HIGH SCHOOL**

**THESIS**

**BY  
MUHAMMAD AL HABIB**



**ANTASARI STATE ISLAMIC UNIVERSITY  
BANJARMASIN  
2024/1445 H**

**TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE (TPACK)  
FRAMEWORK ANALYSIS IN ENGLISH SPEAKING SKILLS  
INSTRUCTION AT JUNIOR HIGH SCHOOL**

**Undergraduate Thesis**

Presented to Faculty Of Tarbiyah and Teacher Training  
In partial fulfilment of the requirements for the degree of  
*Sarjana Pendidikan*

**By  
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**ANTASARI STATE ISLAMIC UNIVERSITY  
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I, the undersigned, **Muhammad AL Habib**, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

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## ABSTRACT

**Muhammad Al Habib**, 200101030398. *Technological Pedagogical Content Knowledge (TPACK) Framework Analysis In English Speaking Skills Instruction At Junior High School*. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: Dr. Ridha Fadillah, S.Pd, M.Ed.

**Keywords:** TPACK Framework, English Speaking Skills, Language Instruction.

The integration of technology in education, particularly in teaching English speaking skills at the junior high school level, presents unique challenges and opportunities. This study examines the application of the Technological Pedagogical Content Knowledge (TPACK) framework in enhancing English speaking instruction. The background of this research is rooted in the necessity for educators to effectively blend technology with pedagogical strategies to improve student engagement and outcomes in language learning. The primary objective of this research is to analyze how the TPACK framework can be utilized to optimize teaching methodologies for English speaking skills. The research employs a qualitative methodology, utilizing classroom observations, interviews with teachers, and analysis of instructional materials to gather comprehensive data on the implementation of TPACK in English language instruction. The findings indicate that the TPACK framework significantly enhances the teaching process by providing structured guidance for integrating technology with pedagogy and content knowledge. Teachers reported increased student motivation and improved speaking skills as a result of using TPACK-aligned strategies. These results suggest that the TPACK framework is an effective tool for improving English speaking instruction at the junior high school level. Further research is recommended to explore its application in other language skills and educational contexts.

## ABSTRAK

**Muhammad Al Habib**, 200101030398. *Technological Pedagogical Content Knowledge (TPACK) Framework Analysis In English Speaking Skills Instruction At Junior High School*. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Antasari . Pembimbing: Dr. Ridha Fadillah, S.Pd, M.Ed.

**Kata Kunci:** kerangka TPACK, Keterampilan Berbicara Bahasa Inggris, Pengajaran Bahasa.

Integrasi teknologi dalam pendidikan, khususnya dalam pengajaran keterampilan berbicara bahasa Inggris di tingkat SMP, menghadirkan tantangan dan peluang unik. Penelitian ini mengkaji penerapan kerangka Technological Pedagogical Content Knowledge (TPACK) dalam meningkatkan pengajaran berbicara bahasa Inggris. Latar belakang penelitian ini adalah kebutuhan para pendidik untuk secara efektif memadukan teknologi dengan strategi pedagogis guna meningkatkan keterlibatan dan hasil belajar siswa dalam pembelajaran bahasa. Tujuan utama penelitian ini adalah menganalisis bagaimana kerangka TPACK dapat digunakan untuk mengoptimalkan metodologi pengajaran keterampilan berbicara bahasa Inggris. Penelitian ini menggunakan metodologi kualitatif, dengan memanfaatkan observasi kelas, wawancara dengan guru, dan analisis materi pengajaran untuk mengumpulkan data komprehensif mengenai penerapan TPACK dalam pengajaran bahasa Inggris. Temuan menunjukkan bahwa kerangka TPACK secara signifikan meningkatkan proses pengajaran dengan memberikan panduan terstruktur untuk mengintegrasikan teknologi dengan pengetahuan pedagogis dan konten. Guru melaporkan peningkatan motivasi siswa dan keterampilan berbicara sebagai hasil dari penggunaan strategi yang selaras dengan TPACK. Hasil-hasil ini menunjukkan bahwa kerangka TPACK adalah alat yang efektif untuk meningkatkan pengajaran berbicara bahasa Inggris di tingkat SMP. Penelitian lebih lanjut dianjurkan untuk mengeksplorasi penerapannya dalam keterampilan bahasa lainnya dan konteks pendidikan yang berbeda.



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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Dzulhijah, 18th 1445 A.H  
June, 25th, 2024 A.D

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke extending to the right.

Writer

## LIST OF CONTENTS

STATEMENT OF AUTHENTICITY.....	3
PLAGIARISM FREE EVIDENCE.....	4
APPROVAL .....	5
VALIDATION.....	6
ABSTRACT.....	7
ABSTRAK .....	8
ACKNOWLEDGEMENT .....	9
LIST OF CONTENTS .....	12
LIST OF TABLES .....	xiii
LIST OF APPENDICES .....	xv

### CHAPTER I INTRODUCTION..... Error! Bookmark not defined.

- A. Research Background ..... **Error! Bookmark not defined.**
- B. Definition of Key Terms..... **Error! Bookmark not defined.**
- C. Research Questions..... **Error! Bookmark not defined.**
- D. Research Objectives..... **Error! Bookmark not defined.**
- E. Research Significance..... **Error! Bookmark not defined.**

### CHAPTER II THEORETICAL REVIEW..... Error! Bookmark not defined.

- A. Theoretical Framework..... **Error! Bookmark not defined.**
  - 1. English Language Teaching (ELT)..... **Error! Bookmark not defined.**
  - 2. The Bilingual class..... **Error! Bookmark not defined.**
  - 3. Instruction of Speaking Skills .... **Error! Bookmark not defined.**
  - 4. The TPACK Framework..... **Error! Bookmark not defined.**
- B. Review of Previous Study ..... **Error! Bookmark not defined.**

### CHAPTER III RESEARCH METHOD..... Error! Bookmark not defined.

- A. Research Design ..... **Error! Bookmark not defined.**
- B. Research Setting ..... **Error! Bookmark not defined.**
- C. Participants ..... **Error! Bookmark not defined.**
- D. Data..... **Error! Bookmark not defined.**
- E. Data Collection Technique ..... **Error! Bookmark not defined.**
- F. Research Instrument ..... **Error! Bookmark not defined.**
- G. Data Analysis..... **Error! Bookmark not defined.**
- H. Validity Techniques and Data Validity ..... **Error! Bookmark not defined.**

**CHAPTER IV FINDINGS AND DISCUSSION** ..... **Error! Bookmark not defined.**

- A. Findings ..... **Error! Bookmark not defined.**
  - 1. Using The TPACK Framework to Improve Students' Speaking Abilities..... **Error! Bookmark not defined.**
  - 2. Problems and Challenges Faced in Using The TPACK Framework ..... **Error! Bookmark not defined.**
- B. Discussion..... **Error! Bookmark not defined.**
  - 1. Using the TPACK Framework to Improve Students' Speaking Ability ..... **Error! Bookmark not defined.**
  - 2. Problems and Challenges Faced in Using The TPACK Framework in The Classroom.... **Error! Bookmark not defined.**

**CHAPTER V CLOSURE**..... **Error! Bookmark not defined.**

- A. Conclusion ..... **Error! Bookmark not defined.**
- B. Suggestion..... **Error! Bookmark not defined.**

**REFERENCES**..... **Error! Bookmark not defined.**

**APPENDICES** ..... **Error! Bookmark not defined.**

**CURRICULUM VITAE**..... **Error! Bookmark not defined.**

## **LIST OF TABLES**

Table 1.1 : Schedule of Interview .....	27
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## **LIST OF APPENDICES**

Appendix 1: Transliteration .....	61
Appendix 2: Research Instrument .....	62
Appendix 3: Observation results .....	67
Appendix 4: Interview Result .....	68
Appendix 5: Research License Letter .....	69
Appendix 6: Certificate of Seminar Proposal .....	70
Appendix 7: Certificate of Research Completed .....	71
Appendix 8: Certificate of Comprehensive. ....	72
Appendix 9: Documentation .....	73
Appendix 10: Thesis Consultation Note .....	75