

CHAPTER I INTRODUCTION

A. Research Background

In Indonesia, most teachers teach using technology, When it comes to understanding the integrity of technology in learning and teaching, teachers and researchers can use the framework known as TPACK (Technological Pedagogical Content Knowledge), which has developed as a clear and practical resource Graham (2014, p. 8). Building on the idea of Human (1986), Mishra & Koehler (2006), add to PCK and also describe the resulting TPACK as a woven of technology, pedagogic, and content. TPACK explains that teachers can make rational and creative choices in the use of technology in classrooms. So teaching English for speaking skills be more fun. The teacher must be aware of the circumstances and requirements of his students if he is to be successful in his classroom instruction.

This is also implied in the Qur'an surah An-Nahl verse 125:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بَالَّتِي هِيَ
أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

From the verse above, it can be broadly explained that humans must continue to learn and develop more creatively to have abilities in various things, as a teacher

the emphasis is on being able to develop themselves so that later they can catch up with something new, and be even better at learning.

Teachers can use TPACK in the teaching process which can make students interested and happy to learn English. TPACK is described as a technical resource and how to communicate and how manage good learning. By using TPACK, the classroom be more flexible and facilitate communication. Before that, there were numerous ways to use technology, like the internet, YouTube, blogs, and other media, to encourage pupils to learn English.

Technical pedagogical content knowledge (TPACK) is crucial in this situation since it helps professors teach and students learn English. Many academics, educators and teachers have a strong belief that TPACK has provided benefits in teaching and learning English. However, there are still many other problems faced by teachers in using TPACK for English language learning when the teacher is not aware that they are using TPACK even though the teacher is the one using it. The researcher considers this research problem to be very basic. Recently, there has been a lot of research on the use of TPACK in classroom learning to make students excited, such as determining the TPACK level of middle school teachers. To identify which domain of TPACK is the best predictor of teaching? (Shafie, Abd Majid & Ismail, 2019). That they say teachers with a lot of learning experience are enough to integrate TPACK in the learning and teaching process. In Indonesia, one of the developing countries in Southeast Asia, TPACK in education is a lot attracts

attention, but unlike other countries, Indonesia's level of integration of TPACK in education is still low (Muhaimin et al., 2019, p. 269).

Middle school students and teachers are still creative and active in teaching. Researchers found that TPACK SMPN 7 Banjarmasin was used by English teachers to teach their students. However, according to researcher, the application of TPACK to teach English creates many difficulties for teachers. The problems and challenges of using TPACK for English in junior high school students are resolved when teachers realize the importance of using TPACK where teachers can play an important role in language classes, on the other hand some teachers also do not realize that they are using TPACK when they teach. It can be said that teachers do not know the competence in using the TPACK framework and do not maximize existing media, the limitations of the tools used in teaching. This research was conducted to find out how teachers teach using TPACK media when teaching English speaking skills at SMPN 7 Banjarmasin.

After the researcher discussed with the English teachers at SMPN 7 Banjarmasin with two teachers on September 8 and 15, the teachers was willing to become a participant. The teachers are Mrs. Isnaini Mariyam, S.Pd and Mr. Dhampir, S.Pd, both from the English teacher education program.

After discussing with them for some time, the researcher found that they use technology as a teaching tool in their teaching. For Miss Isna, use (TK) and (PK). After a while the researcher observed how to teach in the class, so here it is explained

that the teacher uses the TPACK framework. and for Mr. Dhopir after the researcher observed him teaching in class, the researcher found that he used (TK) and (TPK). A few moments later the researcher discussed with Mrs. Isna and Mr. Dhopir that their ignorance of what they were using would result in less effective learning.

So the main reason the researcher conducted this research was to help teachers solve problems in the classroom, because this year was the first time a bilingual class was held, so when teachers teach in a bilingual class it is easier for students to understand the material presented. However, in ordinary classes students have difficulty understanding it so the teacher needs several explanations and also here the teacher is required to use technology in teaching the independent curriculum. Only after that did my research want to know teachers' experiences in teaching using the TPACK framework in teaching that focused on speaking skills.

This research focuses on solving the problems teachers face when they are not aware that they are using TPACK when teaching English classes. This research was conducted by researchers on teachers at SMPN 7 Banjarmasin and provided a solution to the problem of teachers' ignorance about TPACK English speaking skills.

Data was collected from interviews. Therefore, researchers conducted research entitled **"TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE (TPACK) FRAMEWORK ANALYSIS IN ENGLISH SPEAKING SKILLS INSTRUCTION AT JUNIOR HIGH SCHOOL"**.

B. Definition of Key Terms

To prevent misunderstandings, a few research-related words are defined.

1. Technology Pedagogical Content Knowledge (TPACK)

The term "Pedagogical Content Knowledge (PCK)" was previously introduced, which relates to the knowledge and foundations of teaching. After five years of extensive research focusing on teacher professional development programs, the term was further renamed by Koehler & Mishra (2009) with the addition of technological knowledge. The term Technological Pedagogical Content Knowledge or TPACK (formerly known as TPCK) refers to teachers' ability to integrate technology into their teaching combined with instructional design and mastery of content material. In this research, researchers took TPACK data from a teacher's perspective regarding the implementation of the Independent Curriculum in using technology in English subjects. The TPACK framework here is used as a teacher's tool for teaching.

2. Speaking Skills

Speaking skills are a person's ability to communicate thoughts, ideas, information and emotions effectively through verbal communication. This includes the use of spoken language to convey thoughts clearly, cohesively, and understandably, Celce-Murcia, Brinton & Snow (2014). Speaking strong speaking skills include not only pronunciation and speaking fluency, but also the ability to organize thoughts logically, choose vocabulary and tone appropriate to the context,

and engage in meaningful conversations or presentations.” In this research, researchers focused more on speaking skills on the use of technology in the independent curriculum, which is very influential in classroom learning for student understanding Richards & Schmidt (2013).

3. English Language Teaching (ELT)

ELT stands for English Language Teaching. According to the definition, ELT refers to the idea and practice of studying and teaching English to those whose first language is not English. Senior Middle School teachers in the context of the Independent Curriculum are educators who have the responsibility to educate, guide and assist the academic, social and emotional development of students at the Junior High School level Darling-Hammond (2017). They play a role in implementing the Independent Curriculum which emphasizes learning-centered to students, developing 21st century skills, as well as giving freedom and responsibility to students in managing their own learning process Fullan (2013). Large Middle School teachers are expected to be able to create an inclusive learning environment, motivate students, and facilitate the achievement of students' individual competencies and potential Marzano (2007). In this research, researchers took into account teachers' experiences in teaching using TPACK in the independent curriculum. Here we collect data using observation and interviews.

C. Research Questions

The main questions to be addressed in this research are:

1. What is the teacher's experience in using the TPACK framework to teach speaking skills in English SMPN 7 Banjarmasin students?
2. What are the issues and challenges in using the TPACK framework to teach English-speaking skills to SMPN 7 Banjarmasin students?

D. Research Objectives

According to the research questions, the research aims to investigate:

1. To find the teacher's experience in using the TPACK framework to teach speaking skills in English SMPN 7 Banjarmasin students.
2. To find the issues and challenges in using the TPACK framework to teach English-speaking skills to SMPN 7 Banjarmasin students.

E. Research Significance

This research is beneficial for secondary EFL students, teachers, practitioners, and researchers. The importance of using TPACK for teachers and students as TPACK has a very important role in helping teachers to teach and learn English and helping English learners to learn more easily English. Many scholars, educators, and teachers believe that TPACK significantly influences learning and teaching English. This research provides useful information for teachers about teachers' views on the use of TPACK, especially the problems and challenges

teachers face in the classroom. It can also be a reference for teachers to evaluate their English teaching practices with TPACK and improve their teaching skills, to encourage students to be more enthusiastic about learning English.

This research is expected to be used as a reference for other researchers to conduct research in the field of TPACK. Undoubtedly, the results of this study can be useful for all readers.