

CHAPTER I

INTRODUCTION

A. Background of Study

The development of the era of information and communication technology has influenced changes in the scope of various fields, especially in education. Previously, teachers in schools only focused on professional knowledge of certain materials. Then, they started to involve students to participate in class actively. English teachers face several challenges in finding authentic teaching materials so in this case, technology is needed to solve these challenges. (Ghasemi, B., & Hashemi, M, 2011, p. 3101), stated that the use of technology provides students with the opportunity to connect with the culture of the society and country where a foreign language is used and allows these students to access information around the world. It also helps English learners as it allows them to communicate, edit, take notes and organize texts quickly and flexibly. But technology has a dependency side, teachers often receive training on the use of new technologies in the classroom. When they focus on implementing these technologies, they sometimes ignore interactions between students and teachers or between students (Koehler & Mishra, 2005, p. 145).

As a result, teachers need to integrate technological knowledge, pedagogy, and teaching content or a combination commonly called Technological Pedagogical Knowledge (TPACK) in a balanced way.

The teacher's ability to apply the TPACK concept is very important in the process of continuous learning. Especially with the current situation in online learning that requires teachers to be able to master technology.

The Qur'an also recommends that humans be able to analyze their abilities in the learning process. The analysis of abilities contained in the Qur'an varies, including in the QS. An-Najm: 39:

سَعَىٰ مَا إِلَّا لِلْإِنْسَانِ لَيْسَ وَأَنْ

Based on the verse above, the limited availability of technology in schools does not automatically guarantee better and more effective use. There are still many teachers who need to be trained to make this technology for learning integrated into education properly to support student learning. (Mishra & Koehler, 2006, p. 1020) specific knowledge to optimize ICT as a supporter of student learning about certain subjects/subjects is referred to as Technological Pedagogical Content Knowledge (TPACK).

An issue regarding the development of technology for teachers is still not well responded by the governments. An institution that produces prospective teachers is the Education Personnel Education Institute (LPTK), the development of the LPTK curriculum (Association of Indonesian Education Personnel Education Institutions, 2016), and also the design of the Teacher Professional Education curriculum (Directorate General of Learning and Students, 2017) which still uses

the old theory proposed by Shulman (1986) which is referred to as Pedagogical Content Knowledge (PCK).

In this case, a teacher can carry out teaching activities based on knowledge of the material being taught (content knowledge), how to teach a material (pedagogical knowledge), and technology knowledge (technological knowledge) that are integrated (Mishra & Koehler, 2006, p. 1044). An old theory states that the teaching process requires knowledge of content and pedagogy and knowledge of the results of both knowledges, namely pedagogical content knowledge (Shulman, 1986, p. 13). Therefore, a theory that complements the previous theory pioneered by Mishra & Koehler emerged, namely "Technological Pedagogical Content and Knowledge).

TPACK can be used to improve student learning, support students, parents, and make schools more interesting, relevant for students, and can provide equal opportunities to every student, and last but not least, support the professional development of teachers.

Considering the competence of teachers to make professional teachers, one of which is pedagogic competence. Pedagogic competence includes the teacher's understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials.

Refers to the professionalism of a teacher, related to the quality of human resources. Education in Indonesia can improve the quality of human resources if the main requirements in education are met, namely: adequate buildings, quality

learning resources and the professionalism of an educator. The professionalism of a teacher is stated in QS. Al-An'am: 135:

مَنْ تَعَلَّمُونَ فَسَوْفَ عَامِلٌ إِنِّي مَكَانَتِكُمْ عَلَىٰ أَعْمَلُوا يَقْوَمُ قُلْ

الظُّلْمُونَ يُفْلِحُ لَا إِنَّهُ الدَّارُ عَاقِبَةُ لَهُ تَكُونُ

In education, a teacher when teaching must be done professionally. Work that has been handed over to people who are not experts, the work will be destroyed, as well as in the scope of Education. Therefore, the professionalism of a teacher is needed in order to achieve the expected goals. A teacher has the expertise and ability to implement it.

It is undeniable that teachers must have speed in understanding and using developing technologies, such as the use of information and computer technology (ICT) for learning media, and various forms of learning resources that can be used based on ICT. Learning in the 21st century is expected to be able to form students who have critical thinking and problem-solving skills, creative and innovative thinking, communication, and collaboration skills. According Trilling & Fadel (2009, p. 16) argues that a person's mastery of information literacy, communication, and technology will have an impact on mastering the skills needed for a successful life in the 21st century. Therefore, teachers must develop their teaching abilities, and follow the development of science and technology. The English teacher is no

exception where the teacher must be able to explore interesting learning and teaching applications for students. So, the students are not bored in learning. Because in this case in learning English there are still many students who lack interest in learning, whether it is in terms of teacher quality or students' understanding themselves.

Therefore, this research is interesting for the author because the TPACK concept is very important for teachers to understand the TPACK concept, because it will broaden the teacher's insight regarding the skills in terms of technology needed by English teachers today. Especially for English teachers at the junior high school. English teachers who do not have the skills to integrate technology into their learning process will be out of date. TPACK is an approach that combines three types of knowledge: content knowledge, pedagogical knowledge, and technological knowledge. *Technological Pedagogical Content Knowledge (TPACK)* is the theoretical basis for this research because it will support and assist teachers in identifying what they need to know about the use of ICT in learning. Furthermore, it will guide teachers in designing and implementing strategies that will assist the development of e-learning implementation (Schmidt et.al., 2009, p. 23).

In this study, researchers examine junior high schools in Banjarmasin to find out how teachers understand the TPACK concept and apply the TPACK concept to teacher competence in learning English.

B. Research Question

This study was carried out to answer the following research question:

- a. How is the English teachers' understanding of the TPACK concept at Junior High School?
- b. How is the implementation of the TPACK concept on English teacher competency in English teaching at Junior High School?

C. Objective of study

This study was conducted to achieve the following objectives:

- a. To find out the English teachers understanding the TPACK concept at Junior High School.
- b. To find out the implementation of the TPACK concept on English teacher competency in English teaching at Junior High School.

D. Significance of Study

The result of this research is expected to have both theoretical and practical:

1. For teacher, they can understand the concept of *TPACK* and its important role in the learning process. In this case, the teachers not only master the content and pedagogic components but also supported by the ability to integrate technology in learning. So, technology, pedagogic, and content can be interrelated and it cannot be separated into a learning component.
2. For school, *TPACK* is very supportive of the learning process. By providing technology to students, it is hoped that students can learn more optimally and be enthusiastic about learning.

3. To be reference for further research. Especially, other researcher can get an insight of Technological Pedagogical Content Knowledge.

E. Definition of Key Terms

The key terms, which are necessary to clarify briefly to avoid misunderstanding, can be mentioned as follow:

- a. Technological Pedagogical Content Knowledge

It refers to teacher knowledge about how a teacher can facilitate student learning from certain content through a pedagogical and technological approach. In this study, Technological Pedagogical Content Knowledge (*TPACK*) serves to determine the accuracy of the *TPACK* concept, especially in English teaching at Junior High School in Banjarmasin.

- b. Teacher Competence

It refers to teacher competence performance in doing a job seen from his thoughts, attitudes, and behavior that can be obtained from education. In this study, there are 4 competencies: pedagogical competence, professional competence, personality competence, and social competence.

- c. English Teaching

According to Harmer, it refers to as learning English which is taught to students who are studying general English in a country where they do not use English as their first language.