

## **Implementing TPACK Framework in English Language Teaching**

**Tiara Savitri<sup>1</sup>, Audi Yundayani<sup>2</sup>, Wisma Yunita<sup>3</sup>**

English Education Study Program, Universitas Terbuka<sup>1,2,3</sup>

tiarasavitri1991@gmail.com<sup>1</sup>, audi.yundayani@gmail.com<sup>2</sup>,

wismayunita@unib.ac.id<sup>3</sup>

### **ABSTRACT**

This study aims to identify and describe the implementation of TPACK Framework in English Language Teaching in SMPN 4 Tanjungpandan, Belitung, Kepulauan Bangka Belitung. The research is a qualitative study. The participants of this research consisted of two English teachers from SMPN 4 Tanjungpandan and the students of ninth grade. Data collection techniques are observation, interviews, and documentation. Technological Pedagogical Content Knowledge (TPACK) is a framework for understanding the varied forms of knowledge necessitated by EFL teachers to integrate ICT in their teaching. The results of this study indicate that implementing TPACK framework in English classroom gives positive impact to the learning achievements both the teachers and the students. By integrating technology learning applications such as World Wall, You Tube apps, the learning process becomes interesting and enjoyable. The participation of the students increases significantly. In the future, TPACK Framework takes part in increasing the quality English Language Teaching in Indonesia.

**Keywords:** Case Study, ELT, TPACK, Aspects of TPACK

### **ABSTRAK**

*Penelitian ini bertujuan untuk mengetahui dan mendeskripsikan implementasi Framework TPACK dalam Pengajaran Bahasa Inggris di SMPN 4 Tanjungpandan, Belitung, Kepulauan Bangka Belitung. Penelitian ini merupakan penelitian kualitatif. Partisipan penelitian ini terdiri dari dua guru bahasa Inggris dari SMPN 4 Tanjungpandan dan siswa kelas sembilan. Teknik pengumpulan datanya adalah observasi, wawancara, dan dokumentasi. Pengetahuan Konten Pedagogis Teknologi (TPACK) adalah kerangka kerja untuk memahami beragam bentuk pengetahuan yang diperlukan oleh guru EFL untuk mengintegrasikan ICT dalam pengajaran mereka. Hasil penelitian ini menunjukkan bahwa penerapan kerangka TPACK di kelas Bahasa Inggris memberikan dampak positif terhadap prestasi belajar baik guru maupun siswa. Dengan mengintegrasikan aplikasi pembelajaran teknologi seperti World Wall, You Tube apps, proses pembelajaran menjadi menarik dan menyenangkan. Partisipasi siswa meningkat secara signifikan. Ke depan, TPACK Framework turut andil dalam meningkatkan kualitas Pengajaran Bahasa Inggris di Indonesia.*

**Kata Kunci:** Studi Kasus, ELT, TPACK, Aspek TPACK

### **INTRODUCTION**

The way that English is taught to non-native speakers has changed over the past few decades, and there are numerous approaches available. Due to its significance in global communication, English has become a mandatory subject for students. Over time, several approaches to teaching English have been created to aid

students in developing their language proficiency. The goal of each of these several approaches is to assist students in developing their English communication and comprehension abilities. Nevertheless, there is a lack of conclusive data demonstrating the best approaches for teaching English in the classroom that can be used in every setting.

English learning and teaching have advanced enormously in Indonesia. Several educational modifications have been implemented to raise Indonesian students' English literacy levels. The curriculum adjustments made by the administration are strongly linked to these reforms. Numerous studies have revealed that, between 2004 and 2013, the emphasis of English Language Teaching shifted from grammar to critical thinking, which exposed teachers and students to the process of thinking at a higher order of thinking (Alfarisy,2021; Putra, 2014). The 2013 curriculum was implemented in accordance with the need for 21st century skills, which are now the focus of education.

In addition, the English language curriculum is continuously undergoing dynamic changes as of right now. The government improved it with the 2013 curriculum, but numerous assessments are still needed to enhance the program's quality and substance. Through enhancing attitudes, abilities, and integrated knowledge, one can become more productive, creative, inventive, and successful. With a problem-based learning paradigm, discovery-based learning, and project-based learning, the 2013 curriculum places a greater emphasis on a scientific approach (scientific learning). The English curriculum for 2013 places a strong emphasis on students' ability to communicate ideas and opinions in English, as well as their competence in the language. Every student at every school level is the focus of the learning process, with the teacher serving as a facilitator.

The 2013 Curriculum is being applied in SMPN 4 Tanjungpandan in the year 2023/2024. Teachers play a major role in helping students acquire 21<sup>st</sup> century skills in the 2013 curriculum. Furthermore, teachers must possess the flexibility to adjust to changing curriculum and the imagination to foster a high level of creativity. The following are qualities of teachers in the twenty-first century: First, in addition to serving as a facilitator, teachers should inspire and motivate their students. Because knowledge may be accessible through a variety of learning media and resources, the role of the teacher should be that of a facilitator rather than that of a knowledge center (teacher-centered). The 2013 curriculum's requirements and students' places in the Web 4.0 age have become crucial to both.

In this situation, the teacher ought to be able to present themselves to students as a study partner and work together to speed up the learning process. Second, educators need to be proficient readers of critical thinking and high interest literature. This is to prepare for the rapid advancement of digital technology-based knowledge among learners. If not, the teacher will lose their authority, which will naturally affect both the country's advancement and the process of learning.

The Indonesian government has imposed regulations or actively promoted an expedited integration of technology into the educational process regarding its use in the classroom. According to the Standard of Primary and Secondary Education

Processes (Regulation of the Minister of Education and Culture of the Republic of Indonesia, 2016), learners are motivated to actively participate in the learning process by the interactive, fun, challenging, and inspiring nature of the learning environment. Additionally, learners are given ample space to express their creativity and independence based on their interests, talents, and physical and psychological development.

Thus, using information and communication technology to enhance learning efficiency and effectiveness is one of the learning principles applied in accordance with the graduates' competency criteria and the content standards. It indicates that any use of technology in the classroom to improve the efficacy and efficiency of the teaching and learning process is supported by the government.

Since teaching students how to utilize technology is currently a requirement of integrating it into the classroom, teachers need to be knowledgeable about technology. Instructors are sometimes aware of the resources but are unable to decide which approach and instrument will best present them. Additionally, as their role in incorporating technology into the classroom is increasingly focused on education nowadays, teachers must possess technological understanding (Shulman, 1986).

These days, it's expected teachers to be digital proficient. In addition to possessing a sufficient comprehension of the subject matter, educators must be adept at utilizing technology to generate innovative teaching approaches. Koehler, Mishra, and Cain (2013) identified the TPACK framework, which consists of context, pedagogy, and technology, along with the connections and interactions between them, as the three primary elements of technology-based instruction. This is among the more effective methods of using technology in the classroom. The material in their lesson plans and the process by which they acquire technological pedagogical content knowledge (TPACK) must be officially understood by teachers.

Technology integration is seen in the context of the TPACK framework as a multifaceted, intricate process that necessitates a grasp of the reciprocal, dynamic links between pedagogy, content, and technology. Furthermore, seven TPACK framework constructs, according to Mishra and Koehler (2006), might affect how students interact with the materials and, in the end, achieve their learning purpose.

One school that has used the TPACK framework in English language teaching is SMPN 4 Tanjungpandan, though the teachers working on this learning project are unaware that they have used the entire framework. This public Junior High School, which is situated on Jalan Maharup in Tanjungpandan, Belitung, has benefited from increased student achievement and learning. As a demonstration of the students' competency development, this institution has integrated the TPACK framework into its teaching and learning process.

The TPACK Framework has been applied globally and has produced positive results in several disciplines. An analysis of TPACK: The Technological, Pedagogical, and Content Model Required to Enhance the Online Mathematics Education Process, the TPACK model has been effectively applied in the field of education by (Rueda, 2020) to organize, plan, and carry out student-centered school activities as well as to

develop novel virtual teaching-learning spaces. Using pedagogical, technical, and subject expertise, it alters students' behavior and abilities during the learning process.

Additionally, the study carried out by (Hofer et al., 2023) Pre-service science teachers can acquire the professional expertise required to use purpose-oriented technology in the classroom by doing this. Along with the positively developing behavioral orientations toward the use of technology in scientific education that pre-service teachers experienced during their participation in the presented study, there was also an experimentally demonstrated increase in their self-rated TPACK on action.

Rarely have studies been conducted on TPACK in the setting of English as a foreign language (EFL). On the other hand, because studying English as a foreign language presents the same challenges as studying science and mathematics, TPACK research is equally well-known in the context of EFL. Septiyanti, Inderawati, and Vianty (2020) conducted one study out of the few that were conducted, looking into how English education students perceived TPACK. Consequently, the aggregate score across all categories indicates that students had a favorable opinion of TPACK, which was generally positive. It implied that the students are optimistic in their capacity to use technology to enhance their learning of pedagogy and subject matter.

This study differs from the previous studies. The application of the TPACK framework in teaching the English language is the main topic of this study. As a result, it is imperative that researchers look at how the TPACK framework is used in English language teaching and how English teachers carry it out while they are teaching students.

## **RESEARCH METHODOLOGY**

### **Research Design**

This research is a qualitative study. According to Creswell, n.d. (2014), when choosing a qualitative approach for a study, a researcher must consider three framework elements: philosophical claims about what produces knowledge projection, the overall design of the study, and a method that outlines the precise steps for collecting, analysing, and creating data. Consequently, the author took these framework elements into consideration when conducting this research.

According to Creswell, n.d. (2014), the qualitative design is a methodology which concentrates on data collecting, analysis, and composition. It stems from a discipline and is applied through the process of investigating probable problem scenarios and significant ethical considerations. Additionally, the researcher employs the qualitative technique to give a methodical explanation and description of the English language teaching at SMPN 4 Tanjungpandan to gain a more thorough understanding of the implementation of the TPACK framework in English language teaching.

Qualitative descriptive data analysis is one of the data analysis methods frequently applied in qualitative research is Descriptive data analysis, in its broadest definition, is an analytical method that seeks to give a general description of study

data. This descriptive data analysis in qualitative research entails interviewing, characterizing, and summarizing the events or phenomenon that will be investigated.

## **Source of Information and Selection of Informants**

The research subjects used are grade IX students and the English teachers who taught on the classes for the academic year of 2023/2024. The participants of the research are the students of IX B, E, and F and the teacher involved in the research are those who teach English in class IX B, E, and F. In this school, there are six classes of grade IX. The researcher chose IX B, E, and F class because they are taught by a teacher who highly uses technology in the teaching process in the classroom. Teachers utilize website-based technology such as the use of World wall, Quizizz, YouTube and presentation slides to deliver the materials.

The informant of the research were teachers, who taught English in different classes, and the selected students of IX grade. Two teachers involved as the informants of the research as described in table 1:

**Table 1.** Teacher as the Informants

<b>No</b>	<b>Teachers' Identity</b>	<b>Subject</b>
1	RN, S.Pd (T1) Age: 38 years old Education background: Bachelor of English Education Teaching experience: 3 years	English
2	NVL, S.Pd (T2) Age: 43 years old Education background: Bachelor of English Education Teaching experience: 14 years	English

For academic year 2023/2024, there were 18 classes consisting of six classes on each grade. Each class consisted of 32-34 students. The research informants were from three classes of IX (IX B, E, F). The reason for choosing these classes is according to the teachers' recommendations. It is based on their evaluation during the previous semester's learning and teaching process. To strengthen the research findings, the researcher selected 9 students that represented high, average and lower achievement students. The selection was based on the teacher's suggestion.

**Table 2.** Number of students as informants

<b>No</b>	<b>Students' Identity</b>	<b>Class</b>
1	AN (Higher Achievement)	IX B
2	AI (Higher Achievement)	IX E
3	KL (Higher Achievement)	IX F

4	AS (Average Achievement)	IX B
5	AK (Average Achievement)	IX E
6	CR (Average Achievement)	IX F
7	AIA (Lower Achievement)	IX B
8	KV (Lower Achievement)	IX E
9	ZL (Lower Achievement)	IX F
<b>Total</b>		<b>9 students</b>

### Research Instrument

This study used document analysis by using the teacher's lesson plan to investigate how the teacher plans the lesson by implementing TPACK in English Language Teaching. Observation is needed to describe how the TPACK is implemented in teaching and learning process in the classroom. In this study, the researcher collected data by interviewing the teacher to explore the how the implementing TPACK in English Language Teaching, and the students' perspectives about implementing TPACK in English Language Teaching. The research detail is presented in table 3:

**Table 3.** Research Detail

No	Research Question	Data Collection	Instrument
1	How is the implementation of TPACK framework in ELT?	Documents Analysis	Documents Analysis Checklist
		Classroom Observation	Observation Checklist
2	What are the perspectives of teachers involved in the implementation of TPACK framework in ELT?	Interview	Interview Question
3	What are the perspectives of students involved in the implementation of TPACK framework in ELT?	Interview	Interview Question

### Document Analysis

The first instrument was document analysis. The researcher studied at and examined English teacher lesson plans. The lesson plans demonstrated how teachers organized their lessons to carry out the teaching and learning process using the TPACK Framework. The detailed is as follow in table 4:

**Table 4.** Lesson Plan Instrument

<b>LESSON PLAN CHECKLIST</b>	
<b>TPACK ASPECTS</b>	<b>INDICATORS</b>
CK (Content Knowledge)	Teacher has various ways and strategies to develop students' understanding in English Teacher uses sufficient knowledge about English Teacher tells the objective of the lesson
PK (Pedagogical Knowledge)	Teacher adapts teaching style to different learners Teacher knows how to assess students' performance in the classroom Teacher adapts the teaching based upon what students currently understand or do not understand Teacher can assess students in multiple ways Teacher knows how to organize and maintain classroom management
TK (Technology Knowledge)	Teacher can operate the technology easily Teacher uses many different technologies in the classroom. Teacher often plays around the technology Teacher has technical skill in using the technology
TCK (Technological Content Knowledge)	Teacher uses an appropriate technology that can use for understanding and practicing English language Teacher can choose technology that enhances the content for a lesson
TPK (Technological Pedagogical Knowledge)	Teacher chooses the technology that enhances the teaching approaches for lesson Teacher can adapt the use of technology in different teaching activities Teacher can use technology to improve teaching and learning productivity

PCK (Pedagogical Content Knowledge)	Teacher knows how to select an effective teaching approach to guide students' thinking and learning English Appropriate blend of content and pedagogic approaches to achieve the goals of the lesson
TPACK	Teacher teaches English that appropriately combine subject matter, teaching approach, and technologies in a lesson plan

**Observation**

To gather information through observation, the researcher headed directly to SMPN 4 Tanjung Pandan and saw what was going on. It was beginning with the learning in the classroom and other activities associated with the implementing TPACK framework into practice. Thus, it presented in table 5:

**Table 5.** Observation Checklist

<b>OBSERVATION CHECKLIST</b>	
<b>TPACK ASPECTS</b>	<b>INDICATORS</b>
CK (Content Knowledge)	Teacher has various ways and strategies to develop students' understanding in English Teacher uses sufficient knowledge about English Teacher speaks English
PK (Pedagogical Knowledge)	Teacher adapts teaching style to different learners Teacher knows how to assess students' performance in the classroom Teacher adapts the teaching based upon what students currently understand or do not understand Teacher can assess students in multiple ways Teacher knows how to organize and maintain classroom management
TK (Technology Knowledge)	Teacher can operate the technology easily Teacher uses many different technologies in the classroom. Teacher often plays around the technology

---

	Teacher has technical skill in using the technology
TCK (Technological Content Knowledge)	Teacher uses an appropriate technology that can use for understanding and practicing English language
	Teacher can choose technology that enhances the content for a lesson
TPK (Technological Pedagogical Knowledge)	Teacher chooses the technology that enhances the teaching approaches for lesson
	Teacher can adapt the use of technology in different teaching activities
	Teacher can use technology to improve teaching and learning productivity
PCK (Pedagogical Content Knowledge)	Teacher knows how to select an effective teaching approach to guide students' thinking and learning English
	Appropriate blend of content and pedagogic approaches to achieve the goals of the lesson
TPACK	Teacher teaches English that appropriately combine subject matter, teaching approach, and technologies in a lesson plan

---

### **Teacher's Interview**

The data collection for obtaining the perspective of the teacher involved in the Implementation of TPACK framework in English Language Teaching was an interview with the teachers. The researcher had designed the interview questions. The indicators set by the researcher as follow:

1. General perspective on the implementation of TPACK in English Language Teaching
2. Achievement of learning objectives in students' engagement
3. Achievement of learning objectives in cognitive aspects
4. Achievement of learning objectives in the teaching strategy implementation
5. Overall achievements of learning objective
6. The satisfying or positive experiences during the learning process
7. Students' difficulty in learning
8. Teachers' difficulty in learning
9. Solutions to overcome the difficulty in the learning process
10. General comment about the implementation TPACK framework

### Students' Interview

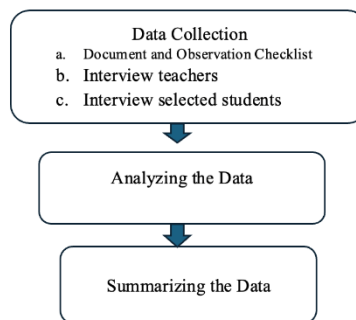
The researcher drew the instrument to gather the data to know the students' perception in the implementation of TPACK framework in the classroom. The indicators set by the researcher as follow:

1. General perspective on the implementation of TPACK in English Language Teaching
2. Achievement of learning objectives
3. Students' interesting during learning
4. The satisfying or positive experiences during the learning process
5. Students' difficulty in learning
6. Solutions to overcome the difficulty in the learning process
7. General comment about the implementation TPACK framework

### Research Procedure

According to Creswell, n.d. (2014) the procedure of the research is described by flowchart in figure 3:

**Figure 1.** Research Procedure



The researcher discussed with the English teachers participating in the study served as the starting point for this research. Document analysis in the form of a lesson plan generated by this this discussion. The observation in the classroom proceeded next. The researcher observed without taking part in this study. The researcher gathered the data by checking off the items on the observation checklist in several meetings.

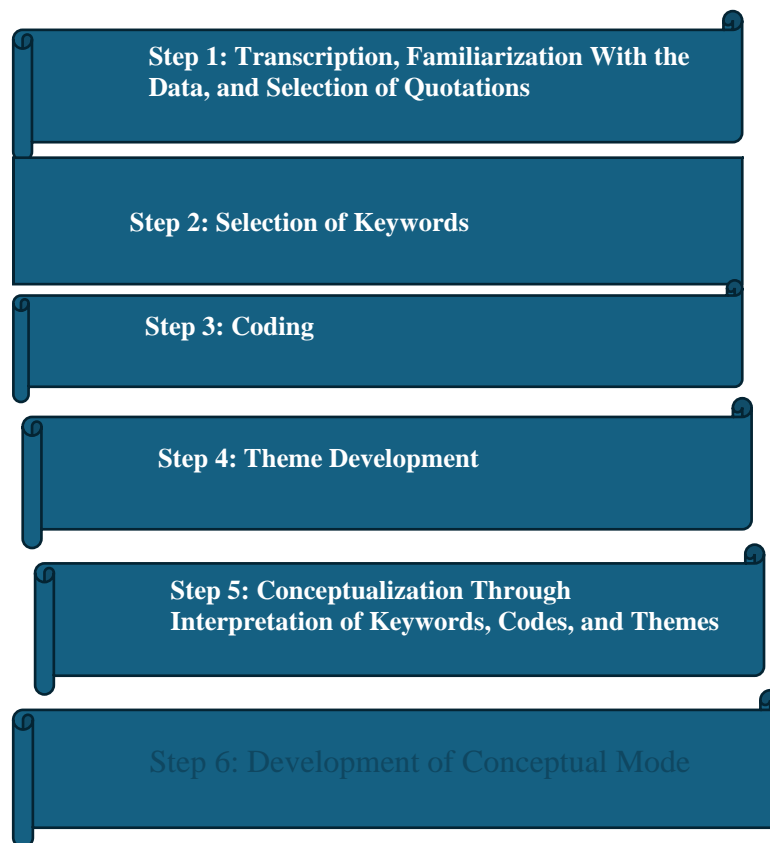
The final steps of this research were interviews to investigates the perspectives of teachers and students about the implementation of TPACK Framework in English classroom. To get information about the teachers' viewpoints on applying TPACK in English language teaching, the researcher conducted interviews with English teachers. Lastly, the student participants in the observed classrooms were chosen based on their academic success levels: high, average, and lower. The researcher conducted interviews with these students.

### Data Analysis

Thematic analysis is used to examine the data gathered for this investigation. The process of encoding information that can result in intricate lists of themes,

indicators, and qualifications typically connected to that theme is known as thematic analysis. The six steps of systematic thematic analysis are as follows: Creating the transcript and getting acquainted with the data; identifying keywords; choosing codes; developing themes; conceptualizing by interpreting codes, themes, and keywords; and, at the end, creating a conceptual model (Braun & Clarke, 2006; Liebenberg et al., 2020; Xu & Zammit, 2020). The process of the analysis is as follows in figure 4:

**Figure 2.** The six steps of thematic analysis



### **Trustworthiness**

To ensure the validity and trustworthiness of the research findings, Gay et al. (2012) state that inter-judge reliability must be used when performing the study. To determine whether the research instrument is appropriate, the researcher sought assistance from a specialist in the role of validator. The goal of the research instrument, the clarity and conciseness of each point in the instructions, and other factors were taken into consideration when validating the instrument. A doctorate in English education from a private university in Jakarta serves as the research's validator. The validators are practitioners of higher education.

## **RESULT AND DISCUSSION**

### **Description of Research Object**

#### **Brief of SMPN 4 Tanjungpandan**

SMPN 4 Tanjungpandan was built in 1984 by Belitung Government in an area of 9476m<sup>2</sup> which is in Jalan Maharup Tanjungpandan, Belitung District, Kepulauan Bangka Belitung Province. It is located near downtown Tanjungpandan around 10 minutes. The location is near residential areas which are comfortable, safe and conducive for learning.

Students of SMP Negeri 4 Tanjungpandan have made academic and non-academic achievement at local and national levels. Every year, at least for the last three years the students win the competition of FL2SN, such as creation dance, poetry reading, pantomime, storytelling, karate, taekwondo, vocal group, etc. Achieving the best school library in the Province of Bangka Belitung 2 years in a row, and also there are a lot of students entered the favorite senior high school in Tanjungpandan, Belitung

SMPN 4 Tanjungpandan implemented 2013 curriculum with a semester package. In the learning process the package books were provided by the school and can be borrowed in the school library. In addition, it is strengthened by sufficient infrastructure and facilities, as well as teachers that fulfil the requirements specific to their field.

The information about the schools can be found at its website <http://smpn4tp.oksch.id/> and social media on Instagram @smpn4tanjungpandan.

## **Result**

### **The Implementation of TPACK Framework in English Language Teaching**

The implementation Technological Pedagogical and Content Knowledge Aspect (TPACK), among English Language Teaching teachers at SMPN 4 Tanjungpandan, showed that most of them had a sufficient level of TPACK. the teachers used technology to convey essential lesson information and were well-prepared. The study demonstrated the application of seven TPACK components by English teachers, technologies can be used in a structural way to impart knowledge. It covers knowledge of factors that determine whether concepts are easy or difficult and how technology solved those issues; knowledge of students' prior knowledge and epistemology theories; and knowledge of how technologies can be used to build on current knowledge and improve new or old theories of epistemology.

As a result, the TPACK framework is used as the primary tool for evaluating teachers' experience and understanding of successful technology integration. Lastly, it shown that the English teachers at SMP Negeri 4 Tanjungpandan has an extensive knowledge of TPACK.

### **Content Knowledge (CK)**

It demonstrated the English teacher's great in Content Knowledge level. It was discovered that they appeared to have faith in their ability to comprehend and apply

basic English information, which is the process of learning by understanding it and applying it methodically. The teachers had a good understanding of the subject matter they had taught. The teacher could determine the anticipation and whether the content would be simple for children to absorb. It also demonstrated their ability to identify the learning objectives in a piece of content.

For instance, in the lesson plan shows that the teacher introduced the lesson's learning objectives to the class from the outset. It is mentioned that the students must be able to create report texts in posters form. To make things easier for the students, the teacher divided the material concepts into basic content and representational forms. Even though sometimes teachers do not always speak English, that does not mean the teacher doesn't have poor competence. This is adjusted to student needs and in the future, it must be improved further. It has been demonstrated that English teachers can organize the content by breaking it down into easily understood concepts and components.

### **Pedagogical Knowledge (PK)**

The results for the second domain, Pedagogical Knowledge (PK), demonstrated that English teachers have an outstanding PK level. It became clear that they could oversee all aspects of the teaching and learning process in the classroom, including planning, carrying out the lesson, assessing the students' progress, and realizing the potential of every student.

In managing the classroom, the teachers were courteous, just as the teacher greets the students before starting the lesson. The teachers created a good atmosphere in the classroom. By going over or recalling prior lessons as outlined in the lesson plan, the teachers appeared to be able to increase the students' level of understanding. The teachers gave the instruction to the students to form groups utilizing [wheelsnames.com](http://wheelsnames.com) and to show the findings, their psychomotor and skill sets with reference to the English subject improved. Since PK established the learning objectives, it was also established that PK is essential. Nevertheless, some participants did not fully credit students who actively participated in class with extra points.

### **Pedagogical Content Knowledge (PCK)**

The results for the third factor, Pedagogical Content Knowledge (PCK), indicated that the teachers' PCK proficiency was good. It was discovered that they created their own lesson plans, syllabus, annual programs, and semester programs, among other educational administration materials. The administrative preparation for education is an important factor since it directs and determines the direction that needs to be followed. They were able to comprehend the information by breaking it down into multiple smaller ideas and applying them in different ways. The way they presented the content and applied English language development made for imaginative and inventive in teaching and learning process. As a result, they gave off the impression that they had a thorough understanding of the material and knew how to teach it, suggesting that English teachers may develop into professionals. They

employed educational games, such puzzle games through world wall to enhance students' abilities.

### **Technological Knowledge (TK)**

The results for the fourth factor, technological knowledge (TK), indicated that English teachers' TK proficiency was adequate. It was discovered that most of them could make use of input, processing, and output devices—all types of computer hardware. They could use Microsoft Word, Microsoft Excel, Microsoft PowerPoint, and video and music players as examples of computer application programs. They also played video on You Tube that related to the lesson. They also cover the usage of web-based programs like World Wall. They used TK in their teaching and learning activities as well as a useful learning tool.

It also demonstrated how they supported classroom learning with a laptop, a projector, an audio system, and other equipment. They also leveraged device use (software) with a Microsoft PowerPoint slide show. As a result, their students were eager to advance and make a direct contribution to the subject matter. The teacher tried to use technology in the classroom as much as feasible. It revealed that they might make use of hardware, and software knowledge in computer software technology.

### **Technological Content Knowledge (TCK)**

According to the findings in the fifth component The English teachers who participated in the research had a satisfactory level of technological content knowledge (TCK). It was discovered that they may select the primary competency English learning material that was suitable for teaching technology.

Additionally, they might carry out the learning process using technological media, such as laptops and LCD screens, and apply appropriate technology in conjunction with multimedia materials. Additionally, they created homework for the kids using Canva, Microsoft PowerPoint, instructional videos, and electronic books.

### **Technological Pedagogical Knowledge (TPK)**

The results for the sixth factor, Technological Pedagogical Knowledge (TPK), indicated that the English teacher's TPK proficiency was adequate. It was discovered that prior to the start of the learning process, they had developed their own information technology learning materials. They might learn through computer programs. They may essentially provide content based on information technology medium. The teachers used laptops and computer software, such as Microsoft PowerPoint applications, to share the materials in the classroom as technology-based media. To make the topic easier for the students to understand, they may convey it via a slide show. Additionally, they used Microsoft PowerPoint to guide and reexplain the troublesome information right away.

## **Technological Pedagogical and Content Knowledge**

The results of the final component, the Technological Pedagogical and Content Knowledge Aspect (TPACK), demonstrated that the English teacher's TPACK proficiency was adequate. It demonstrated that English teachers might acquire a combination of pedagogical, technological, and content skills. It demonstrated that the TPACK consideration given by English teachers was adequate. The seven components of technology-pedagogical knowledge and content (TPACK) that are applicable to English teachers include technological knowledge, pedagogical knowledge, content knowledge, pedagogical content knowledge, technological content knowledge, and technological pedagogical and content knowledge.

The teachers acknowledged that they use supportive technologies in accordance with the TPACK framework to teach information in an appropriate manner, while others use technology only to make the topic appear more engaging to students without providing any context. The results showed that, by integrating TPACK framework, it gave positive impact to the teaching and learning process.

It was shown that English teachers could deliver lessons that effectively integrated technology, subject matter, and teaching and learning strategies. Several of them acknowledged that they use supportive technologies, like WhatsApp groups, to teach content in accordance with the TPACK framework.

## **The Perspectives of the Teacher Involved in TPACK Framework in English Language Teaching**

The data collection for obtaining the perspective of the teacher involved in the Implementation of TPACK framework in ELT was an interview with the teachers.

The teachers that were participating in this project were the subjects of the interview. A transcript of the interview was translated after it was recorded. The researcher discovered from the interview that the teachers' responses to the use of the TPACK framework in ELT were good. Positive character is improved through this learning process. The second English teacher supports it when she says that teachers and students got a chance to voice their interests in using TPACK to teach English.

The English teacher places emphasis on how the application of TPACK in learning results in students developing their sense of responsibility in the classroom. With the TPACK framework, teachers were able to identify their students' areas of interest and influence their behaviour as they learned. They developed enthusiasm, motivation, and curiosity. The TPACK framework additionally provides greater structure and direction to the learning process. Moreover, an interview was used to get the data.

### **Respondent 1 (T1):**

"...based on my experiences running learning activities by implementing TPACK, **the students are more engaged and excited** to complete the learning activities when technology is integrated into the classroom, which makes the learning process more structured and guided. Students who use a variety of learning platforms become more creative in their approach to the course.

**Respondent 2 (T2):**

**"...I feel easier in giving directions and the students also enthusiastic in learning English.** The students are eager to learn English, and I find it easy to give lessons, since it is focused on the learning task and is organized. **This is excellent learning that combines content knowledge, pedagogy, and technology in a single way to help students learn English.**

The teacher discovered that using TPACK for instruction has made it simpler for them to teach and meet the learning objectives in terms of student engagement, cognitive aspect, and instructional strategy execution. They claim that this kind of instruction truly engages students and is more systemic. Students are enthused during every class period. It is stated:

**Respondent 1 (T1):**

**"...it is really appropriate since we initially planned for this learning to stem from the input that we executed."** We quantify the output and outcome; it is quite necessary. Every time we look forward, things get better.

**Respondent 2 (T2):**

**"...I noticed is that the learning integrated technology, which initially captures the students' attention, is appropriate, very appropriate.** Because technology is being integrated into the learning process, students who were previously inattentive or uninterested in the classroom are eager to participate. The teacher claimed that using the TPACK framework in the classroom had inspired them to recognize the skills and interests of their students. In general, the student's language and knowledge can improve.

**(Interview transcript, Respondent T1 and T2, translated by the researcher)**

The English teachers said that the implementation of TPACK framework had encouraged them to identify the students' interest, characteristic and their needs. The most satisfying aspect that they experienced during this learning process is when the students can understand the materials. The materials delivered well to the students by using any kinds of technology tools and online educational apps. The class atmosphere feels livelier because students are very enthusiastic about learning in class.

The teachers agreed that the most difficulty was about the electricity and Wi-Fi at school are not normal. It was really challenging since things did not always go smoothly. The teacher sometimes must manage the time accurately because the facilities such as Laptop, Projector was not available in the classroom. They must bring it from the office, and it took times.

Another challenge is the students still occasionally have problems about confidence, the students felt embracing to speak up in front of the class or share their ideas. This is since literacy levels still require raising. The solution to overcome this problem is the teacher must do routine assessments or evaluation and increase practice sessions to their progress.

The general suggestion is the English teachers in another class and other subject involved in learning the model TPACK framework and implement the

framework to their class because there are many positive impacts that will be obtained. It also suggests increasing the use of online learning media or games that attract students' interest in learning.

### **The Perspectives of the Students Involved in TPACK Framework in English Language Teaching**

There are nine selected students were interviewed as part of the data collection process to learn about their perspectives from the students involved in the TPACK framework implementation in English Language Teaching. Each of them consists of three students on each grade achievement (high, average, and lower). The students were representative of high (A, D, and G) average (B, E, and H) lower (C, F, and I). They came from three different classes that the researcher also employed as sources of information.

The nine respondents unequivocally expressed their enjoyment of the teacher-led TPACK using technology learning process. **Respondents B, E, and H** said they could pick up new information and skills. When technology is integrated into the teaching and learning process, the activities in the classroom become more engaging. **The benefit that they get were in language proficiency, characters building, to be more confident to express their own opinion.**

**Respondents A, D, and G** claimed that **they have equal access to educational opportunities for self-expression.** Learning English become interesting, encouraging and motivating them. The learning activity becomes creative and not monotonous, because the lesson was followed by direct practice and they received regular feedback from the professors, they were able to improve their skills and gain a deeper understanding of the material. Some have claimed that integrating technology into the learning process increases its effectiveness.

**Respondent C**, "In my opinion, **the learning more interesting because our teacher asks us to watch the video from You Tube**, I like it because the teacher did not only ask to write in our books." **Respondent F and I**, "By implementing this kind of learning, **it can make us creative, happy, and learn so much new knowledge**".

(Interview with Respondent C, F, and I, translated by the researcher)

In students' participation, the respondent said that they could develop their own opinion to share their ideas to their friend freely. they had equal chance to involve actively in the learning process. They also stated they understood well the materials given by the teachers in the classroom, because it followed by practice and regularly assessed by the teacher.

In cognitive and strategy aspect, the respondents declared that they had better comprehension because it combines the lesson and technology in the learning process. The teachers' teaching methods was appropriate and lived up with their needs and expectation.

The difficulty that faced by the students is about the confidence of themselves. Aside from that, students also faced difficulties when working as a team. Harmonizing each person's sense of their physique is challenging. They found that

having class discussions was the most successful solution that everyone has the right to free speech.

**Respondent A**, "... playing games together with friend in learning activities is another **new experienced** for us. We are **satisfied and enjoyed** the class."

**Respondent D**, "... it was **really pleasant** for having the materials delivered through games, **it was unforgettable**, we collaborate together with friends."

**(Interview with Respondent A, and D, transcript by the researcher)**

All the students were enjoyed and had fun in the learning process. They suggested that in the next, the English learning-based website or online learning must be increased, therefore, they could understand better. They had been benefitted by the learning, they hoped they could get more chance to challenge themselves in the TPACK framework in English Language Teaching.

## **Discussion**

### **The Implementation of TPACK in English Language Teaching**

It was evident from analysing the participant teacher's document and lesson plan and from observing three sessions that they had carefully incorporated the TPACK framework into their lesson preparation and teaching strategies. The teacher's carefully thought-out lesson plans demonstrated a strong alignment with the educational event, demonstrating their dedication to applying the principle in their instruction. Additionally, the course was implemented practically according to the framework and structures specified in their lesson plan. It is possible to infer from the observation that the teacher had previously discussed through, prepared, and planned the lesson using this TPACK framework before beginning the learning activity. The teachers had discovered a noteworthy and favourable increase in the engagement, drive, and accomplishment of the students throughout the entire educational process. The teachers added that they had encouraged other educators to implement the TPACK framework in their own fields of study.

However, as Shatri (2020) said using or integrating technology may encounter numerous problems with the technical problems such as electricity and Wi-Fi at school are not normal. These problems were also encounter by the students, they underlined some problems correlated with the electricity and the network. It's not something that can be solved personally, it requires the school administration to repair the parts related to the power supply.

The study found that teachers were more likely to use ICT appropriately if they had a deeper understanding of the TPACK framework and successfully. Consequently, it is advised that professional development concentrate more on the knowledge of the teachers and how to help them create TPACK than just technical components.

### **The Perspectives of the Teacher Involved in TPACK Framework in English Language Teaching**

In an interview, the researcher found that every teacher taking part in the TPACK framework implementation gave this learning stage a positive response. In the process of teaching and learning, the instructions are straightforward and methodical.

The teachers also stress that the introduction of TPACK gave them the chance to get to know the pupils better and to help them realize their own potential. fulfilled their requirements and traits.

Teachers were inspired to apply this TPACK framework into their teaching. The teacher encountered challenges when utilizing the TPACK framework due to inconsistent networks and electricity. Schmidt et al. (2009) suggested that technological knowledge involves certain skills, such as thoroughly resolving technical issues, mastering technology, and continuously staying up to date with pertinent technology.

Appropriate facilities also need to be provided. If the teacher wants the students to learn more, it is crucial to allow them plenty of time to work together with their peers to get the most out of this learning. Overall, the teacher can present the lesson's contents with ease by using the TPACK framework. Because of the methodical and controlled nature of the learning process, students were also able to enhance their critical thinking skills and motivation for learning by utilizing the TPACK framework. Teachers must put in more effort to help students develop their character in addition to meeting the educational goals of cognitive and practical skills.

In summary, teacher expertise in using TPACK has helped the teacher to accurately achieve the learning aim and identify the skills and potential of their students.

### **The Perspectives of the Students Involved in TPACK Framework in English Language Teaching**

By interviewing the chosen students, data was gathered to get the viewpoint of the students involved in the TPACK framework implementation in English language teaching. The respondents were very explicit in saying that they loved the way the teacher used technology to implement TPACK and facilitate learning. By integrating technology into the teaching and learning process, classroom activities become more engaging. Learning stops being boring and becomes creative.

The proper use of information technology promotes and develops a variety of skills in students, such as mathematical skills, communication skills, critical thinking skills, problem solving, teamwork, and research skills (Reinhold et al., 2020). Different applications of information technology offer great benefits for students by bringing excitement to students and creating progress in relief and independence in their development.

Additionally, the students claimed that because the instruction was followed by practice and frequent feedback, they understood it better. They also emphasized that the way their teacher had taught them during this lesson had been suitable and had lived up to their expectations.

Finally, there was a noticeable indication from the students that they relished the process of learning. It is established that the knowledge they have gained has improved their language, attitude, and cognitive abilities.

## **CONCLUSION**

According to the result and analysis the data gathered from the document analysis, classroom observation, and interview addressed to the English teachers and the IX grade students as follow:

1. The implementation of TPACK framework in English Language Teaching has been represented in the whole process of teaching and learning. The lesson plan is planned in the beginning of the semester by the teacher. It showed that the teachers are well-prepared in managing the time allocation in the learning process. In the process of teaching and learning, it was so strongly Favourable to the students. They can get the same opportunities in learning. From the implementation of TPACK framework that carried out by the teachers, it makes the learning process become fun and meaningful for the students.
2. The teacher opinions on how the TPACK framework is being implemented in English language teaching; they find it motivating and exciting to carry out the lessons. According to the conducted interview, TPACK implementation is an outstanding method to teach because it combines technology and pedagogy in an approach that positively impacts students' academic performance.
3. The students' perspectives in implementing TPACK framework in English Language Teaching is technology can make teaching and learning more effective by adding interactivity to classroom activities. Learning becomes creative rather than monotonous. They are getting benefits from the learning, and it gives positive impact. The learning process gave them many new experiences and more interesting ones that can increase their achievement in learning. They hoped that there will likely be more the use of online lessons based on websites in the future that focus on students' attention so that learning materials can be more easily understood.

## REFERENCES

- Adipat, Surattana. (2021). Developing Technological Pedagogical Content Knowledge (TPCK) Through Technology-Enhances Content and Language-Integrated Learning (T-CLIL) Instruction. *Education and Information Technologies*
- Alfarisy, F. (2021). Kebijakan Pembelajaran Bahasa Inggris di Indonesia dalam perspektif Pembentukan Warga Dunia dengan Kompetensi Antarbudaya. *Jurnal Ilmiah Profesi Pendidikan*, 6(3), 303-313
- Amalia, Nur Solikhah. (2023). *The Impact of Technology in Teaching and Learning English as Foreign Language: TESOL Context*. Bina Sarana Informatika Unniversity
- Angelini M L , GarcĆa-Carbonell A . (2019). *Developing English Speaking Skills through Simulation-Based Instruction*. *Teaching English with Technology*. 19(2):3-20.
- Aniq, L. N., & Drajadi, N. A. (2019). *Investigating EFL Teachers' Perceptions on Their TPACK Development: How EFL Teachers View Seven Domains on TPACK Framework*. *Jurnal Bahasa, Sastra dan Pengajarannya*, 13(2), 95-101
- Arifah, A. (2014). *Study on the Use of Technology in ELT classroom: Teachers' Perspective*. M.A. Thesis, Department of English and Humanities, BRAC University, Dhaka, Bangladesh.
- Aulia, Dara Herman. (2021). *Penerapan Technological Pedagogical Content Knowledge (TPACK) di Indonesia*
- Bhattacharyya, Kamal. 2016. *Communicative Language Teaching*. Teaching Time to Time
- Baturay, Gökçearslan, H. S., & Sahin, S. (2017). *Association Among Teachers' Attitude towards Computer-Assisted Education and TPACK Competencies*. *Informatics in Education*, 16(1), 1-23.
- Boschman, F., McKenney, S., & Voogt, J. (2014). *Exploring teachers' use of TPACK in design talk: The collaborative design of technology-rich early literacy activities*. *Computers & Education*, 82, 250-262
- Braun V., Clarke V. (2019). Reflecting on reflexive thematic analysis. *Qualitative research in sport, exercise and health*, 11(4), 589-597
- Brown, Douglas. (2004). *Language Assessment Principles and Classroom Practice*. New York: Pearson Education
- Cahyono, B. Y., Kurnianti, O. D., & Mutiaraningrum, I. (2016). *Indonesian EFL Teachers' Application of TPACK in-Service Education Teaching Practices*. *International Journal of English Language Teaching*, 4(5), 16-30.
- Cameron, Lynne. (2001). *Teaching Language to Young Learners*. Cambridge: Cambridge University Press
- Chai, C. S., Koh, J. H. L., & Tsai, C. C. (2013). *A Review of Technological Pedagogical Content Knowledge*. *Educational Technology and Society*, 16(2), 31-51.
- Corbin and Morse. (2003). *The Unstructured Interactive Interview: Issues of Reciprocity and Risks when Dealing with Sensitive Topics*. *Qual Inq*. P.9

# *EduInovasi: Journal of Basic Educational Studies*

Vol 4 No 2 (2024) 1620 - 1642 P-ISSN 2774-5058 E-ISSN 2775-7269

DOI: 47467/eduinovasi.v4i2.4721

- Cox, S., & Graham, C. R. (2009). *Diagramming TPACK in practice: Using an elaborated model of the TPACK framework to analyse and depict teacher knowledge*. *Tec Trends*, 53(5), 60
- Chidimma, R., Esther Oluipe, P.N., & Ifeanyi Ibenegbu, C. (2022) *Rethinking Teachers' Continuing Professional Development for Improved teaching and Learning of English Language in the 21<sup>st</sup> Century*
- Creswell, J.W., & Creswell, J.D. (2024) *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications
- Cutter, M. (2015). *Using Technology with English language Learners in the Classroom*. In *Educations Master*
- Emiliasari, R. N. (2018). *An Analysis Of Teachers' Pedagogical Competence In Lesson Study Of MGMP SMP Majalengka*. *Eltin Journal, Journal of English Language Teaching in Indonesia*, 6(1), 22-33
- Forssell, K. S. (2011). *Technological Pedagogical Content Knowledge: Relationships to Learning Ecologies and Social Learning Networks* (Doctor's dissertation). School of Education, Stanford University
- Gay, L.R., Mills, G.E., Airasian, P. (2012). *Educational Research: Competencies for Analysis and Application 8<sup>th</sup> ed*, New Jersey: Merrill Prentice Hall
- Gray, D.E. (2009). *Doing Research in the Real World. 2<sup>nd</sup> ed*. Thousand Oaks, California: Sage Publication.
- Harmer, Jeremy. (2007). *The Practice of English Language Teaching Fourth Edition*. New York: Longman
- Isnaini, Khoirunnisa. (2019). *A Study Among English Teachers' Perception: Investigating the Roles of ICT in Indonesia EFL Classroom*. *ETERNAL* 5(2):247
- Kodabhakhshzadeh, H., Hosseinnia, M. A., & Ahmadi, F. (2018). *EFL teachers' creativity and their teaching effectiveness: A structural equation modelling approach*. *International Journal of Instruction*, 11(1), 227-238
- Kepmendiknas No. 22 of 2006. Ministry of National Education. Jakarta
- Koehler, M. J., & Calhoun, E. (2009). *What is Technological Pedagogical Content Knowledge, Contemporary Issues in Technology and Teacher Education* (Vol.9).
- Koehler, M. J., Mishra, P., & Cain, W. (2013). *What is Technological Pedagogical Content Knowledge (TPACK)?* *Journal Education*, 193(3), 13-19
- Koh, J.H.L., & Sing, C.D. (2011). *Modeling Pre-Service Teachers' Technological Pedagogical Content Knowledge (TPACK) Perceptions: The Influence of Demographic Factors and TPACK*. *Australian Society for Computers in Learning in Tertiary Education*, 735-746
- Lamoovsteva, Natalya, & Zi Yu Liu. (2020). *Online Learning Platform: Reconstructing Modern Higher Education*. *International Journal of Emerging Technologies in Learning*. 15(13):4

# *EduInovasi: Journal of Basic Educational Studies*

Vol 4 No 2 (2024) 1620 - 1642 P-ISSN 2774-5058 E-ISSN 2775-7269

DOI: 47467/eduinovasi.v4i2.4721

- Lisa, Agatha. (2021). *A TPACK-in Practice Model for Enhancing EFL students' Readiness to Teach with Ed-Tech Apps*. *International Journal of Interactive Mobile Technologies Education*. ACM International Conference Proceeding Series, 582–588
- Murray, D. (2005). *Technologies for Second Language Literacy*. *Annual Review of Applied Linguistics*, 25, 188–201. <https://doi.org/10.1017/S0267190505000103>
- Ngeli, C. & Valanides, N. (2015). *Technological Pedagogical Content Knowledge: Exploring, Developing, and Assessing TPACK*. New York: Springer
- Nomass, B. (2013). The Impact of Using Technology in Teaching English as a Second Language. *English Language and Literature Studies*, 3. <https://doi.org/10.5539/ells.v3n1p111>
- Nunan, David. (1998). *Language Teaching Methodology: A Textbook for Teacher*. Edinburg: Longman Pearson Education
- Putra, K.A. (2014). *The Implication of Curriculum Renewal on ELT in Indonesia*. *PAROLE. Journal of Linguistics and Education*, 4 (1 April) 63-75
- Rueda, Salas & Ricardo Adan. (2019). *TPACK: Technological, Pedagogical and Content Model Necessary to Improve the Educational Process on Mathematics through a Web Application?* *International Electronic Journal of Mathematics Education* 1(1) 1(1) DOI:10.29333/iejme/5887
- Septiyanti, M., Inderawati, R., & Vianty, M. (2020). Technological pedagogical and content knowledge (TPACK) perception of English education students. *English Review: Journal of English Education*, 8(2), 165-174. doi: 10.25134/erjee.v8i2.2114.
- SMPN 4 Tanjungpandan. *Silabus Bahasa Inggris Kelas IX SMPN 4*, Tanjungpandan
- Shulman, L. (1986). *Those Who Understand: Knowledge Growth in Teaching*. *Educational Researcher*, 15, 4-14.
- Sulistiyo, U. (2016). *English Language Teaching and EFL Teacher Competence in Indonesia*. *Proceedings of ISELT FBS Universitas Negeri Padang*, 4(2), 396-406.
- Prayudi et al, (2021). *The Use of Technology in English Teaching and Learning Process*. *Jurnal Riset dan Inovasi Pembelajaran JRIP VOL 1 No 2*