The Implementation of TPACK in Teaching Writing Recount Text in a Senior Highschool Level

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Abstrak

TPACK adalah kerangka kerja terbaru yang digunakan untuk mengintegrasikan pedagogi, konten, dan teknologi di kelas. Kerangka kerja ini mencoba mengidentifikasi sifat pengetahuan yang dibutuhkan oleh guru untuk menggunakan teknologi saat mengajar. Namun, ada beberapa penelitian yang mengungkapkan bahwa siswa belajar lebih baik dari buku daripada layar. Oleh karena itu, penelitian ini menjelaskan dan fokus pada penerapan TPACK dalam mengajar menulis Teks Recount. Kesenjangan dapat diatasi jika guru dapat mengatur teknologi dan aspek lainnya dengan baik. Peneliti melakukan penelitian ini dalam studi kualitatif dasar dan instrumennya adalah field notes, students' task dan semi structured interview untuk menjawab pertanyaan penelitian. Penelitian ini berlangsung di Sekolah Menengah Atas yang berlokasi di kota Surabaya. Subjek penelitian adalah satu guru dan 32 siswa di satu ruang kelas dan penelitian dilakukan dalam tiga pertemuan. Pada awal dan akhir penelitian ini, peneliti mewawancarai guru tentang penerapan TPACK saat mengajar Teks Recount. Dari penelitian, menunjukkan bahwa siswa lebih memahami tentang subjek jika guru menggunakan teknologi saat mengajar. Guru yang mengajar dengan menerapkan TPACK akan membuat siswa lebih aktif dan lebih memahami tentang mata pelajaran yang akan diajarkan, apalagi guru memberikan kinerja terbaik dengan menerapkan teknologi saat mengajar. Peneliti juga menyimpulkan bahwa sebagian besar masalah yang dihadapi oleh guru adalah Technology Content Knowledge (TCK).

Kata Kunci: TPACK, teknologi, menulis, teks recount.

Abstract

TPACK is a recent framework that is used to integrate pedagogy, content, and technology in the classroom. This framework attempts to identify the nature of knowledge required by teachers for using technology while teaching. However, there are some research revealed that students learn better from books rather than screens. Therefore, this study explained and focused on the EFL teacher's implementation of TPACK in teaching writing Recount Text. The gaps can be overcome if the teacher organize the technology and other aspects well. The researcher conducted this study in basic qualitative study and the instrument were field notes, students' task and semi structured interview to answer research questions. This study took place in a Senior High School which located in the capital city of Surabaya. The subjects were one teacher and 32 students in one classroom and the study conducted in three meetings. In the beginning and the end of this study the researcher interviewed the teacher about the implementation of TPACK while teaching Recount Text. From the study, it shows that the students more understand about the subject if the teacher use technology while teaching. Teacher who teaches by implementing TPACK would make the students more active and understand more about the subject to be taught, moreover the teacher gives the best performance by implementing technology while teaching. The researcher also concluded that most problem faced by the teacher was Technological Content Knowledge (TCK).

**Keywords:** *TPACK, technology, writing, recount text.*

INTRODUCTION

Nowadays, technology is developing rapidly. New concepts and applications are created everyday in order to improve our lifestyle. Technology is a substantial part of our daily lives and efforts to improve teaching and learning process. Currently, the use of technology has been increasingly used for educational circumstances. Technology in educational system means using computers efficiently and effectively in teaching and learning process and allows the student to learn how to apply computer skill in meaningfull ways.

Hence, teacher's knowledge has become very important for successful integration of technology in education. Therefore, it is essential not only how teachers teach (pedagogy) and what teachers teach (content), but also which materials (technology) teachers use while teaching (Koehler and Mishra, 2008). Technological Pedagogical and Content Knowledge (TPACK) by Mishra & Koehler (2006) is one of the recent frameworks that is used to integrate technology in the classroom. This

framework attempts to identify the nature of knowledge required by teachers for using technology while teaching. They defined TPACK as the fundamental of effective teaching through technology, the representation of concept through technology, pedagogical techniques which apply technology and technological use to build new understanding from the existing knowledge among students. TPACK has seven elements which are Content Knowledge (CK), Pedagogical Knowledge (PK), Technology Knowledge (TK), Pedagogical Content Knowledge (PCK), Technological Content Knowledge (TCK), Technological Pedagogical Knowegde (TPK), Technological Pedagogical and Content Knowledge (TPACK).
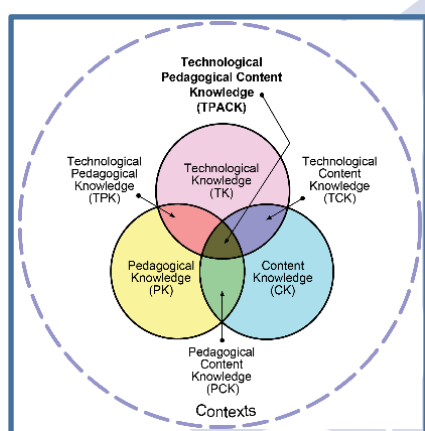
- **Content Knowledge** is what the teacher teach such as the theories about the materials.
- **Pedagogical Knowledge** is how the teacher teach like the method or the techniques.
- **Technology Knowledge** is the tool that the teacher use for example are laptop, flashdisk, projector screen.
- **Pedagogical Content Knowledge** is the ordinary teaching and learning process.
- **Technological Content Knowledge** is the spesific technology for teaching for instance are movie, videos, and song.
- **Technological Pedagogical Knowegde** is the teaching learning when particular technology are used for example the teacher use social media for educational purposes such as Instagram and Line.
- **Technological Pedagogical and Content Knowledge** is the basis effective learning with technology.

Jang and Chen (2010) explain that TPACK represents a new direction in understanding the complex interactions among content, pedagogy and technology that can result in successful integration of technology in the classroom. By using technology, teacher can easily find the media in internet for the teaching and learning process. Especially in teaching writing Recount Text, based on the 2013 Curriculum, this text discussed in the second semester of tenth graders. This text has some similarities with Narrative text's theory, so this text can outwit the students. Here, the teacher suggested to integrate TPACK in teaching Recount Text to make a clear explanation so the students will more understand the subject to be taught.

In order to comprehend the implications of TPACK in different educational circumstances, there is a previous study conducted by Cahyono (2014), he developed a study of TPACK for Indonesian teacher. The researcher examine the teacher's ability in teaching then introduced TPACK to them. The result found that EFL teachers develop their technological knowledge (TK) also found in the action research in which EFL teachers showed their positive responses to the activities to improve their pedagogical content competence. The next study conducted by Buga et al (2014) showed that teaching by using technology made teachers enjoy their classes more and manage to transform our teaching into a meaningful way to communicate with the students. Another previous study shows that technolgy makes students got more motivation to involve in the teaching and learning activities (Irawan, 2015).

On the other hand, there are some research revealed that students learn better from books rather than screens. Alexander & Trakhman (2018) state that given this trend, students, teachers, parents and policymarkers might assume that student's preference and familiarity for technology means the better learning outcomes, but they had found that was not necessarily true. It would be wrong to assume that students will automatically be better serve by technology simply because they prefer it. On their research, the found that students were able to better comprehend information from a book.

Another research conducted by Quinn (2015) a lecturer at University of Limerick, analyzed 170,000 people over the past four years and found that book was the preffered reading instrument for both children and teenager, they much more likely to absorb information from printed book rather than screen eventhough they have grown up surrounded by modern gadgets. She also stated that just because people could master electronic devices does not means that they have a critical skills to interpret. Also unfortunately, King and Wang (2008) reported that instructors were lack of technological knowledge and had lead to an ineffective teaching and learning process besides fail to interconnects the whole learning process.

Researchers above had a different view of the use technology in classroom. These gaps can be overcome if teacher understand how to use technology properly as needed. Thus, with TPACK, teacher know how to organize the technology well, so the teacher will not use technology carelessly.

Based on the explanation above the research question that have to be answered, in line with the problem stated above, are formulated as follows :

1. How does the teacher implement TPACK in teaching writing recount text?
2. How does the implementation of TPACK help students to learn Recount Text?
3. What are the problems faced by the teacher in implementing TPACK?

RESEARCH METHODS

This study conducted in a basic interpretative study as a research design. According to Creswell (2002), qualitative research aims to describe, interpret and explain some condition that occurred in specific place and time. Qualitative research seeks to understand the what, when, where and how of an action or an event in order to establish its concepts, meaning and definitions, descriptions, characteristics, metaphors, and symbols.

This research conducted in a reputable Senior High School in the Surabaya, the second largest city in Indonesia. The researcher chose this school because it uses the technologies to support teaching and learning process in the laboratory and classroom, also the teacher used a social media to teach writing, it deals with this research which analyse about TPACK implementation in classroom which need a technology support to teach writing. There was one teacher and 32 students in the classroom. The observation conducted in tenth graders because Recount Text is taught in this grade. The researcher did this study in three meetings to obtain the data in depth.

The instruments of this study were field notes, students' task and semi structured interview to answer the three research questions. Furthermore, the field notes used to collect information regarding the teaching and learning process in the class while applying TPACK. Then, students' task was the instrument for the second research question. Next, the researcher exerted semi structured interview and made an interview guidelines as the instrument of this study.

The data of this study were from teacher utterances and students' work. For the first research question, the researcher analyses the teacher's steps of implementing TPACK framework, the data were in the form of word. For the second question, the data focused on the students'

writing and for the third research question were the semi-structured interview for the teacher. Meanwhile, the source of the data were from teacher expression, teacher oral explanation, and teacher oral presentation including teacher's verbal and non-verbal action while teaching, also from student's sentences in writing Recount Text.

In analysed the implementation of TPACK in teaching recount text, the researcher focused on several steps. To get the necessary data, the researcher used the method from Ary et al. (2010). The first step was conducting the observation in the tenth grade class. The researcher made a fieldnotes to help remember the point of observation. To familiarize the data, audio recording from observation and interview transcribed into transcription in form of words, sentences an phrase. After that, the researcher organizing them into computer to keep it save. Next, the researcher coding the fieldnotes that had been written in each meeting also the interview recording from the teacher. The next step was the researcher reducing the unecessary data such as students' writing, students' group work, and another unimportant data. The last step of the data analysis in this study was the researcher interpret the data in order to explain how was the teacher ways to teach recount text by implementing TPACK framework.

RESULTS AND DISCUSSION

Results
The Implementation of TPACK in Teaching Writing Recount Text

The observations was conducted in three weeks, started from Februari, 8th 2019 until Februari, 22th 2019. The research was conducted in X IPS 2 classroom. The first meeting of this research began on Friday, Februari, 8th 2019 at 10 a.m in the morning. In the first meeting, when in the teacher's office, the teacher prepared all the tools and material to be taught which are books, papers, marker pens, laptop, flashdisk, and remote control for Projector Screen. This belonged to Technological Knowledge.

While in the beggining of teaching and learning process, in pre-activity section, the teacher checked the student attendance, asked about the previous subject learned, and gave a short advice for the student. This activity belonged to Content Knowledge.

Then, in the whilst-activity, the teacher showed a short movie about the Battle of Surabaya to stimulate the students as a brainstorming section. This activity belonged to Technology Content Knowledge, because TCK is the use of technology while teaching, such as movie, song and videos. After the brainstorming section, the teacher explained to the student about the Recount Text. The generic structure, language features, and type

of Recount text. This activity included to Content Knowlegde, because Content Knowledge is the teacher's deep understanding about the theories. When the teacher explained Recount Text, he used Power point in order to make the explanation more clear. The use of Power Point belonged to Technological Pedagogical Knowledge. The next whilst activity, the teacher asked to the students to do the excercise in their own book, the excercise was a story which tell about The Battle of Surabaya, the students must scan the QR Code in their book by using Line Application. This activity included to Technological Pedagogical Knowledge.

At the end of the lesson, the teacher did a reflection about the Recount Text topic those day. This activity inclusive to Content Knowledge because the teacher explained about Recount Text again.

The second meeting of this research began on Friday, Februari, 15th 2019 at 10 a.m in the morning. In pre-activity, the teacher began the teaching-learning process by recalling students' memories about Recount Text in the previous meeting. Recalling the students' memory belonged to Content Knowledge.

In the whilst activity, the teacher asked to the student to make a group that was rearrange a passage about The Battle of Surabaya and did a group work. This group work belonged to Pedagogical Knowledge. After that, the teacher and students discussed the task together, and some students seemed did not understand about Simple Past Tense. In order to make the student more understood, the teacher showed a video explanation about Simple Past Tense from Youtube. This activity belonged to Technological Pedagogical Knowledge. When the teacher showed a video from Youtube, he used a Laptop, Projector Screen mini soundsystem, and WiFi facility from school. This tool belonged to Technology Knowledge. After watched a video, the teacher opened Google and searched an online game about Simple Past Tense. The use of online game belonged to Technological Content Knowledge. Then, to make student more active the teacher asked the students to stand up and played a Snowball game. This Snowball game belonged to the Pedagogical Knowledge.

The third meeting of this research began on Friday, Februari, 22th 2019 at 10 a.m in the morning. The teacher began the teaching-learning process by recalling students' memories about Recount Text in the previous meeting. This activity included to Content Knowledge.

In whilst-activity the teacher asked to the students to make their own Recount Text with their own words. Ater that, the teacher asked to the student to change their recount text with they classmate and did a peer correction and peer feeback. This activity belonged to Pedagogical Knowledge. In the end of the teaching learning process, the teacher gave an homework to the student, he asked the student to correct their recount text once more at home then they should post it on their Instagram accounts, the teacher gave them 3 days to do it. This activity belonged to Technological Pedagogical Knowledge.

Thus, based on the research, it can be concluded that in the third meeting the teacher did not implement TPACK in pre, whilst, and post activity. Also, the teacher implement Scientific Approach to teach writing Recount Text. Thus, the use of this approach belonged to Pedagogical Knowledge. As stated in chapter II, PK is the approach, method, and technique that the teacher use while teaching.

How TPACK Helps Students in Recount Text

This section would like to answer the second research question which is how does the teacher's implementation of TPACK helps student to learn Recount Text. In this research, the researcher found that the teacher tended to focus on the students' language features rather than focus on the whole elements of Recount Text that are generic structures, content, organization, and process writing. This situation happened because the students had a trouble in used their grammar.

In the middle of January, the teacher had tought the student about Narrative text but using Shulman's idea that was just Pedagogical Content Knowledge (PCK) which means the teacher did not utilize the technological aspect. The result was the students did not really understand about Simple Past Tense, the teacher taught them by using whiteboard because the Projector Screen at their classroom was broken at that time. Thus the student did not get any motivation to study about Simple Past Tense. In the second meeting, the teacher had showed to the student a short animation video from Youtube that explained about Simple Past Tense, also the teacher opened online game and played 'a fill in the blank' game with Snowball technique, the game focused on the action verb in Simple Past Tense, so the students could mastered Simple Past Tense from the video and from the online game.

After those activities the teacher asked to the student to make a simple Recount Text in their own words to check whether the students already understood about Simple Past Tense or not, then he asked to the students to post their writing on their Instagram accounts. The result was the students' writing was getting better, they could use 'be was/were' and action verbs in verb two form appropriately, also they could get some feedbacks and corrections from their friends in another class after they posted their writings on their Instagram accounts.

The Problem Faced by The Teacher in Implementing TPACK.

In the first meeting, the researcher observed the classrooms' activity while they watched an animation movie about The Battle of Surabaya, the researcher found that the Projector did not work. The teacher told to the researcher that it was not easy to find the videos for the students about this Recount Text. Then, the problem was about QR Code on their Line Application, the signal was not strength enough to access the link and some students did not bring their smartphone so they did it together with their peers.

In the second meeting, the teacher used Youtube and ESL game online to teach Recount Text. The problem faced by the teacher was only the online game. Some of online games was not available for the teacher's software version.

In the third meeting the teacher asked to the student to post their writing on Instagram. However several students forgot to unprivate or unlocked their Instagram's accounts so the teacher could not see several students' posts.

Discussion

The Implementation of TPACK in Teaching Writing Recount Text

This section would present the discussion of the first research question which is the implementation TPACK according to Mishra and Koehler (2006).

In the first meeting, the teacher showed a movie to the students. Harmer (2001:282) states that there are some importants of using movie or video while teaching, it can add a special dimension to the learning experience, so the students can see, not only hear the language. The conversations in movie can be easily understood so they can remember it. Next, the teacher explained about Recount Text by using Power Point and scanned QR Code in Line Application. Segundo & Salazar (2011) explain that Power Point, as a part of Microsoft Office allows teacher to make professional-looking presentations in the classroom. A study conducted by Ozaslan & Maden (2013) show that Power Point Presentations made the content more interesting, hence, it helps to take students' attentions. Furthermore, Lee et al (2011) explain that QR Code contain information such as URL, links, text or another data that can refer users to sources of further informations about particular subject. Chen et al. (2010) notice that QR Code would enrich paper-based materials to serve different types.

In the second meeting, the teacher asked to the student to make a group and do a group work. Dornyei (2005) claims that group work among students can improve motivation considerably. Brown (1994) also believe that coopertive learning plays important role among learners and provides the opportunity for learner to share their knowledge. Also Vygotsky (1978) believes that student had some potentiality that would be developed in interaction with others. Then, the teacher showed a video explanation about Simple Past Tense from Youtube and played an online game. Clifton & Mann (2011) in their study found that the use of video from Youtube can increase students' critical awareness, engagement, and facilitated deep learning. Agazio & Buckley (2009) explain that Youtube is also used to involve students, inspire innovative teaching methods, and to illustrate theoretical content. Moreover, Richards & Rodgers (2001) states that one of the techniques that the teacher can use is game. Sundqvist & Sylven (2014) were also reported that digital games can motitave the students more, so they actively involved in classroom.

In the third meeting, the teacher asked the student to make their own Recount Text and then made a peer correction and peer feedback. According to Witbeck (1976) peer correction lead students to better writing because it helps students discover errors. Also Ganji (2009) in his study found that peer correction was much more effective than teacher correction, and peer feedback was the best method of giving feedback. Then, the teacher asked the student to post their writing on Instagram. Giannoulakis & Tsapatsoulis (2016) states that Instagram encouraging early descriptive writing.

In the last section, the researcher found that the teacher used a Scientific Approach. Based on Hosnan (2014) the scientific approach makes the students study and construct the knowledge through a cognitive process also emphasizes the student to search their knowledge on the learning process. This approach can be applied in the English language, especially in writing. (Hosnan, 2014). This Scientific Approach is belong to Pedagogical Knowledge that is the teacher's understanding in general classroom management skills.

How TPACK Helps Students in Recount Text.

TPACK is not only how teachers teach (pedagogy) and what teachers teach (content), but also which materials (technology) teachers use while teaching (Koehler and Mishra, 2008). Before the teacher teach Recount Text, he teach the student about Narrative Text but he did not use TPACK, he only use the Shulman's framework that is only Pedagogical Content Knowledge, the ordinary teaching and learning process without technology, because it already stated before that the Projector Screen was broken, so the teacher can not integrate technology well. It made a lot of students did not understand about the materials, student confused about

what is the differences between Narrative Text and Recount Text, it was quite similar.

Then, when the Projector Screen was fixed, the teacher began to teach with technology. The teacher got a good performance while integrate TPACK also the student more understand about the subject to be taught because the teaching learning process would more exciting if the teacher combined the technology.

Based on the result, the teacher tended to focus on the students' language features rather than focus on the whole elements of Recount Text that are generic structures, content, organization, and process writing. This situation happened because the students had a trouble in used their grammar. Thus, to overcome this problem, the teacher used a simple explanation about Simple Past Tense in the form of videos. The teacher searcher a video from Youtube. Clifton & Mann (2011) in their study found that the use of video from Youtube can increase students' critical awareness. Youtube is also used to involve students, inspire innovative teaching methods, and to illustrate theoretical content (Agazio & Buckley, 2009).

The Problems Faced By The Teacher In Implementing TPACK

This section would present the discussion of the third research question which is the problems faced by the teacher in implementing TPACK answered by the teacher in the interview section. Based on the result the researcher found that the Projector did not work and stopped suddenly. Also the teacher stated to the researcher that it was difficult to find the videos for the students about this Recount Text. The next problem was the signal was not strength enough to access the link for QR Code and some students did not bring their smartphone. Then, the teacher used Youtube and ESL game online to teach Recount Text. The problem faced by the teacher was only the online game. The teacher wanted to play that game but the software could not support it. The last problem was the Instagram account, several students forgot to unprivate or unlocked their Instagram's accounts so the teacher could not see several students' posts. However, for privacy reason, the teacher should created one class Instagram account for all the students to use (Giannoulakis & Tsapatsoulis, 2016).

CONCLUSION

Conclusion

Based on the research above, the researher got three findings. In the first finding, it revealed that the teacher used the seven elements of TPACK. In the process of teaching and learning, the teacher emphasized to use

several elements of TPACK there were Technological Knowledge, Technological Content Knowledge.

Furthermore, the second finding, the result on students' writing in Recount Text got better after they watched an animation videos and played an online game, in that way the student will get motivation and will remember the subject to be taught. The teaching and learning process in the classroom will not get bored because the teacher used the applications that the teenagers like.

Finally, for the last finding, there are some problems that faced by the teacher in this research, the problems are the signal access and what kind of technological content that the teacher should use, for instance in this research are the movie or the video selection and the online game. Thus, the researcher concludes that most problem faced by the teacher are Technological Content Knowledge (TCK).

The teachers nowadays should utilize those technology to get the students attention, if they give attention to the teacher, it would get easy for the teacher to explain the subjects. The use of technology in teaching and learning process is also in line with the concept of 2013 curriculum which suggest the teacher to use technology while teaching. Most of the school in the capital city are supported by technological systems and provide the technological equipments for the teacher and students, one of them is this school, the school already provide a Projector Screen, printer, sound system, and Free WiFi access for the school citizens.

Suggestion

This part would give the suggestions for the teacher, the students and the future researcher who would like to conduct a research about TPACK.

First suggestion is for the teacher. TPACK is the teaching and learning process with the use of technology. When the teachers plan to implement TPACK in their class, they have to make sure that they should master the seven elemens of TPACK, more precisely in TCK and TPK. Both of the TPACK's elements have the most important role. The teachers should have a deep understanding about the technology that going to use and decide the appropriate technological content for their students in different levels. Also in the whole activities (pre whilst post activities) the researcher suggested the teacher to use TPACK in the first until in the end of activities.

Second suggestion is for the future researcher. The researcher suggest to the future reseacher to conduct a similar research there is the implementation of TPACK in other English skills, other materials, and different level of students. There also many technological systems that

could be use in TPACK, the next researcher should pay attention more in conducting research related with the implementation of TPACK**.**

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