

The TPACK Framework On Teacher's Classroom Activity at Ma'Had Tahfidzul Qur'an Rahmatullah Samarinda

Wasilatun Abidah¹, Bibit Suhatmady², Effendi Limbong³

Universitas Mulawarman

¹wasilatunabidah242@gmail.com, ²bibitsuhatmady@fkip.unmul.ac.id,

³limbong_efflin@yahoo.com

Abstract

Indonesian students who are uninterested in English learning demands English teacher to be more creative and clever to choose an exact way in teaching. One of better ways is integrating various technologies into teacher's teaching in any content area. In this case, TPACK framework is so needed to create an effective and efficient English teaching and learning that make students interested and motivated. As in MTQ Rahmatullah Samarinda, English teacher uses technology in teaching English. This study proposed 1) to investigate the TPACK being included in teacher's lesson plan. 2) To analyze how the English teacher implementing TPACK framework in teaching. 3) To compose what problems are faced by teacher in teaching within the TPACK framework. The design of this study was a qualitative research, a case study. In this study, purposive sampling was chosen. From three classroom observations and one interview, this study revealed three findings: 1) the English teacher applied TPACK framework based on her lesson plan. 2) the English teacher applied TK, CK, PK, and PCK, TPK while did not apply TCK and TPACK based on her classroom observation and document finding. 3) there seven problems were faced by the English teacher in applying TPACK that was include of the difficulties in selecting best technology in efficient time (TK), mastering the topic especially pronunciation mistakes (CK), managing the classroom setting (PK), choosing a good way for receiving teacher's goal with specific English material (PCK), creating an efficient time by using suitable technology to make students easier to understand and engage them (TCK), utilizing technologies to manage noisy classroom (TPK), and applying various technologies for specific subject content (TPACK). In short, based on the finding it showed that by applying TPACK the teacher required suitable technologies and methods in teaching to encourage students learning English.

Keywords: TPACK framework, English Teacher's Teaching, Teaching Process.

1. Introduction

A survey of English Proficiency Index (EPI) in 2016 showed that Indonesia occupies the 32nd position of 72 surveyed global countries of Asia that students have interest in learning English (Dinisari, 2016). In this case, teachers, who have important figure in teaching and learning English, are taking big role to increase students' skill and interest as well as guiding the students to be motivated and active in the classroom (Aquino:2015).

Based on the explanation above, it is important for teachers to choose an effective and efficient strategy to make students enable to engage on their learning activities. One of better strategy is integrating technology in teaching which is included of some good the point of teaching with technology, they are three core components; context, pedagogy, and technology, plus the relationship among and between them (Koehler, Mishra & Cain, 2013) as called as TPACK framework.

Koehler and Mishra (2009) stated that technological pedagogical content knowledge refers to the knowledge required by teachers for integrating technology into their teaching

in any content area. Teachers had an intuitive understanding of the complex interplay between the three basic components of knowledge (CK, PK, TK) by teaching content using appropriate pedagogical methods and technologies. It is determined how better teacher's teaching in classroom. The better teachers' TPACK knowledge applied in the classroom, the big positive impact for students in teaching and learning. If teachers can conduct TPACK well in classroom, it means that the effective teaching and learning will be happened (Graham, et al, 2012).

Because of the importance of TPACK above, the researcher would like to discuss how the TPACK framework is being included in teacher's lesson plan, how does the teacher apply TPACK framework in teaching activities and what are problems faced by the English in teaching activities within TPACK framework.

The concept of TPACK framework is based from Shulman's (1986) theory about describing on how and why integrating pedagogy and content knowledge are considered cannot stand alone in teaching. Then, his theory develops as the new and big theory of TPACK framework. The core constituents of TPACK framework are content knowledge (CK), pedagogical knowledge (PK), and the technological knowledge (TK). The interaction of these three basic forms of knowledge gives rise to pedagogical content knowledge (PCK), technological content knowledge (TCK), technological pedagogical knowledge (TPK) and technological pedagogical content knowledge (TPACK) (Graham, Borup, & Smith, 2012; Haris & Hofer, 2011). As a form of knowledge, TPACK has been described as situated, complex, multifaceted, integrative and/or transformative (Chai, Koh, & Tsai, 2013)

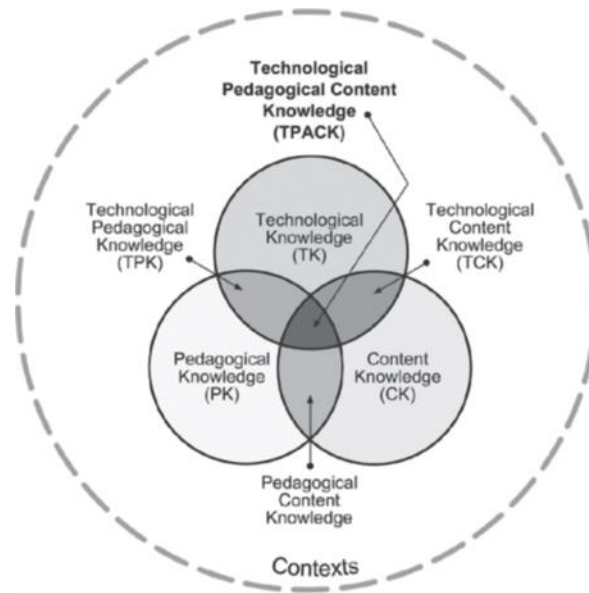


Figure 1. Technological Pedagogical Content Knowledge (Koehler & Mishra, 2009)

2. Literature Review

Content Knowledge (CK)

Content knowledge is the knowledge of subject matter is going to be taught. When teachers select learning activities, they consider the nature of standard-based content to be taught (Harris & Hofer, 2011). As Koehler & Mishra (2008) argued that CK refers to the knowledge or specific nature or discipline or subject matter that is greatly varies different educational context. It is about subject area teacher construct (Koehler, Mishra & Yahya,

2007), and answer the question of “what will be taught?” (Magerum-Leys & Marx, 2002).

The subject matter knowledge influences students’ achievement. For example, the teachers have knowledge about Mathematics or Science subject. Some empirical studies resulted that there is a positive teaching quality of relationship between subject matter knowledge and students’ achievement (Ashton & Crocker, 1987; Darling-Hammond, 2000; Wilson, Floden, & Ferrini-Mundy, 2001). On that account the teachers must know on that something in subject matter; but why it is so. Another important thing is also the reason on why a topic is given particularly (Shulman, 1986).

Pedagogical Knowledge (PK)

teachers should understand deeply about methods, techniques, and strategies learning classroom (Koehler, Mishra, & Cain, 2013). As Koehler and Mishra (2009) assumed that a teacher who has deep pedagogy knowledge understood how students construct their knowledges and acquire skills and how they developed habits of mind and positive attitude in learning. For example, the teachers knew how to apply Problem Based Learning (PBL) in teaching. Pedagogical knowledge refers to address student’s learning needs and methods of presenting the subject matter in teaching strategies (Kanuka, 2006).

Pedagogical knowledge (PK) is the teachers’ knowledge about understanding deeply of generic form of knowledge applies general classroom management skill, understanding students learn, lesson planning, and student assessment. It does not only include language teaching method such as approach, method, and technique used in classroom but also strategies for evaluating students understanding (Koehler, Mishra, & Cain, 2013). Based on the explanation above, classroom management, and student assessment are the main of pedagogy knowledge to make effective teaching.

Technology Knowledge (TK)

Technological Knowledge (TK) is the knowledge of various technologies that developed from low-tech technologies such as pencil and paper to digital technologies such as Internet, and software programs (Schmidt, et al., 2009; Koehler, et al, 2013). Some ways of working with and thinking about technology can apply to all technologies and resources; and due to the variable nature of technology (Koehler & Mishra, 2008).

TK do not distinguish between types whether include older technologies such as pencil or digital technologies. However, by using TPACK, the researcher does not make explicit identifying a particular that is used the term digital technology as Graham et al (2012) to represent a focus on the use of ICT.

Pedagogical Content Knowledge (PCK)

The relationship among both of pedagogical and content knowledge is called PCK. It is about how teacher teaches a material based on specific content (Harris & Hofer, 2011). PCK refers to teaching process applicable to a certain subject area (Haris, Mishra, Koehler, 2007) and to deal content knowledge with teaching process (Shulman, 1986; Schmidt, 2009). Teacher’s pedagogical and content knowledge blends with learning goal to progress better teaching in content areas (Schmidt, Baran, & Thompson, 2009).

Moreover, Pedagogical Content Knowledge (PCK) is the knowledge of representing content knowledge and adopting pedagogical strategies to make the specific content/topic (Koehler, Mishra, & Cain, 2013), find multiple-ways to represent it, and adopt the instructional material (Shulman, 1986) more understandable for the learners. For example, the teachers know how to use analogies to teach electricity (Chai, Koh, & Tsai,

2013; Shulman, 1986). “Content and pedagogy were part of one indistinguishable body of understanding” (Shulman,1986). TPACK framework uses PCK as the foundation (Graham, Borup, & Smith; 2012).

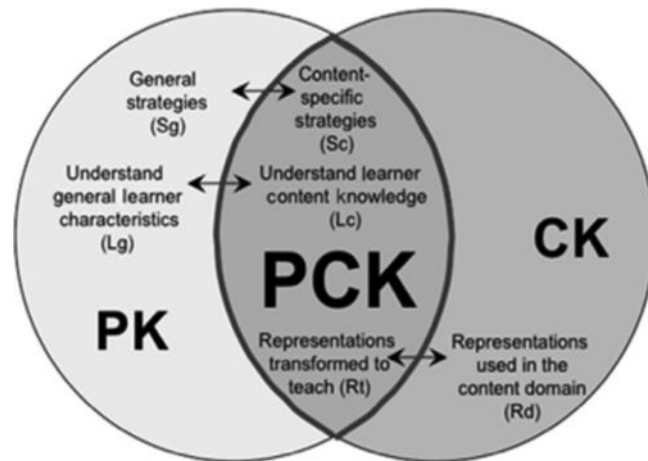


Figure 2. Description of the boundaries between constructs in the PCK framework. Sg= strategies general; Sc= strategies content specific; Lg= learner general; Lc =learner content; Rt= representations for teaching; Rd= representations in the domain; CK= content knowledge; PCK= pedagogical content knowledge; PK= pedagogical knowledge (Graham, Borup & Smith, 2012)

Graham, Borup and Smith (2012) supported that there are two categories of teacher knowledge which consist of representation and instructional strategies; and student learning and conception. To differentiate representation, instructional strategy, and learners’ knowledge, they tried to choose representations from instructional strategies to help define a boundaries condition. The limitations PK and PCK condition is whether the element is a knowledge that is more general form or specific form.

Technological Content Knowledge (TCK)

Technological Content Knowledge (TCK) is a knowledge the teacher should master the entire subject matters that are to be taught and also understand how select the suitable technologies to support content-based teaching (Harris & Hofer, 2011). Chai, Koh, & Tsai, (2013) said that technological content knowledge is the knowledge about teacher’s strategy to create the content and use the technology represent in different ways without consideration about teaching. For example teachers know about how to use online dictionary, SPSS, subject specific ICT tools and so on (Shulman, 1986).

Technological content knowledge refers to the teachers’ knowledge of using a specific technology to create new representations for specific content (Koehler & Mishra, 2008; Schidmt., et al, 2009). By using it, teachers are able to change the way on how to make students practice and understand concepts in a specific content area (Schmidt., et al, 2009). Besides, TCK indicates that technology and content move and support teach other (Dita, 2017). Based on the explanation above, teachers need to master more than the subject master that will be taught, they must also have a deep understanding of the manner in which subject matter can be changed by a particular technologies (Koehler et al, 2013).

Technological Pedagogical Knowledge (TPK)

Regarding with next explanation about the constructs of Technological Pedagogical Content Knowledge (TPACK) which is technological pedagogical knowledge (TPK), it is the knowledge of the existence and specifications of various technologies to enable teaching approaches without reference towards subject matter. For example, the notion of Webquest, KBC, using ICT as cognitive tools, computer supported collaborative learning (Chai, Koh, & Tsai, 2013; Schidmt., et al, 2009).

In addition, Koehler et al, (2013) outlined that TPK is an understanding of how teaching and learning can change a particular technologies that are used in particular ways. It includes of understanding the pedagogical which affordability and constraint a variety technology as developmentally and disciplinary suitable with pedagogical designs and strategies.

Technological Pedagogical Content Knowledge (TPACK)

The relationship between pedagogy, content and technology knowledge as is called TPACK. Chai, Koh, & Tsai, (2013) supported that TPACK is a knowledge of using various technologies to teach and/represent and/ facilitate knowledge creation of specific subject content. For example is the knowledge about how to use Wiki as a communication tool to enhance collaborative learning in social science. In addition, Schmidt et al (2009) cited that TPACK is a term used increasingly to describe what teachers' needs to know how far effectiveness of integrating technology into their teaching practices. TPACK framework is focused on designing and evaluating teacher's knowledge that is concentrated on effective students learning in various areas (AACTE Committee on Innovation and Technology, 2008). Integrating technology in teaching and learning process can help students enhance their involvement in the topic (Limbong, 2015).

3. Methods

According to Creswell (2012) research design is the specific procedures involved in the research process: data collection, data analyses, and report writing. The design of this research was a qualitative study that aimed to describe how the TPACK framework is being included in teacher's lesson plan, how the teacher applies TPACK framework in teaching activities, and what problems are faced by the English in teaching activities within TPACK framework. This study was classified a single case study. This study aimed to produce factual descriptions based on face-to-face knowledge of individuals and social group in the natural setting (Sugiyono, 2011). Moreover the case study of this study tried to pay attention deeply to the individual or unit. Therefore, it described teacher's perception of the problem, teacher's lesson plan included TPACK, and teacher's way to teach English lesson with TPACK framework.

The variable of this study was only analyzing teacher's activity pre and whilst teacher teaches English lesson in classroom. This method was authentically to collect the information, such as the summarizing of participants' statement. This study used purposive sampling and appropriateness techniques to determine the individuals. Patton and Cochran (2002) believed that purposive sampling is a method in selecting participants to generate useful data for the study. The researcher selected an English teacher as the participant who was proposed to be investigated. This was because in keeping with Creswell (2012) you might study a single

individual or single site. She is an English teacher, who teaches in sixth grade of Ma'had Tahfidzul Qur'an Rahmatullah academic year 2017/2018.

Statements (written and oral data collected during interview and observation) were produced by research subject of the data of study. The statements described the result and finding of research questions in using TPACK framework for analyzing teacher's teaching English. In line with Miles and Huberman (1994), the data occur in qualitative should not be numeric but words.

Various ways such as interview, recording, and lesson plan review of documents are taken to get the data. In this study, the researcher used interview guide, observation checklist, and documents analysis to collect the data and obtain the reliable data. The source of data of this research was the English teacher of 6 Ula (sixth grade Elementary Schools) at Ma'had Tahfidzul Qur'an Rahmatullah in Samarinda. The data of this research was any phenomenon of using TPACK framework for analyzing teachers' teaching English lesson.

For collecting the data, the researcher applied some procedures, were most likely as following:

1. Observing the school and ask permission to Headmaster of Ma'had Tahfidzul Qur'an Rahmatullah for doing the study.
2. Finding and selecting the teacher who teaches English lesson in teaching and learning in classroom.
3. Asking to the teacher for being observed and interviewed to get the data.
4. Doing the direct observation to get good image of teacher and student activity in the classroom.
5. Conducting the interview to get more information about teacher's preparation and problem in teaching English lesson.

During observation, the researcher conducted the direct observation in the study which the participant realized to be observed. In this step, researcher noted and recorded the whole teacher and students activities. Taking note was done for taking important transcription to show the proofs which correlated to the teacher's action and TPACK applied in classroom. Recording was used for ensuring and seeing back the interpretation from class observation.

The researcher made a transcription of any important conversations between teacher and students. During the observation, researcher tried to connect teacher's activity with the classroom atmosphere. Moreover, Using TPACK framework for comparing the teacher's teaching in the classroom and teacher's lesson plan.

On Interview section, the researcher did not record her voice using voice recording because the participant felt inconvenient and uncomfortable to be recorded. Here, Bodgan and Biklen (1992) argued that a researcher should ask her/his respondent's permission if they mind and never record without permission.

In this research, the researcher conducted this research by using research instrument, which the researcher was as main instrument. This was because the researcher was as nonparticipant observer. Conforming to Creswell (2012) the observer who records notes and does not involved in participants' activity is nonparticipant observer. The researcher used document (lesson plan), observation checklist, and interview guide towards English teacher's teaching at Ma'had Tahfidzul Qur'an Rahmatullah Samarinda. The observation and interview were conducted that referred to TPACK framework theory which had three basic components. They were technological, pedagogical, and content knowledge.

The first instrument is document or teacher's lesson plan to know whether TPACK is being included in teaching English or not and to know whether the English teacher taught based on lesson plan or not. The second instrument is observation checklist that is used in whilst teaching English lesson activity in classroom, from begin until the end. The indication

of teacher's TPACK application was also described. It consists of seven components of TPACK, each of them had at least one indicator. All of the indicators were from the TPACK survey that were adopting Schmidt et al (2009), Graham et al (2009), and Kafyulilo et al (2013) studies. The third instrument is interview guide that all interview questions referred to seven elements of TPACK framework. The researcher conducted the semi structured interview which consists of 18 questions that is used to find teacher's problem. Interview protocol was adopted from journals such are Graham et al (2009), and Kafyulilo et al (2013), and Schmidt's self-assessment instrument in his journal in 2009. The questions referred to the teacher's TPACK.

In addition, it is highly important for the researcher to present how she analyse the data collected. In analyzing the data, the researcher uses the theory proposed by Creswell (1998) that is explained briefly as follows:

1. Data Reduction

Data reduction is the process stage to select, focus, simplify, abstract, and transform the data from interview guide and observation checklist. The observation and interview were abstracted by only choosing suitable and essential point of the TPACK.

2. Data Display

Detail context or clear explanation was the most frequent form of display for qualitative data. The data display in an extended text that consist of brief description about observation and interview findings. Then, the findings were analyzed by relating on the problems of study. The description was based on some sources, such as the articles and the books toward TPACK framework in teaching.

3. Conclusion Drawing

In this step, the researcher made the conclusion for the result of analysis, analysis process, and also answers of research problems. The conclusion would explain the evidence of using TPACK for teaching and learning process is helpfully..

4. Result

1. The TPACK framework is being included in teacher's lesson plan

Firstly, in pre activity, the teacher put her goals and indicators of teaching. Based on the lesson plan, the teacher understood about standard competencies, basic competencies, and indicators of students' achievement. She made it based on the school syllabus and teaching book that cannot be changed or added. It means that the teacher had applied PK when she made her lesson plan.

Next, she determined what teacher's teaching in main activity. In this activity, she prepared to give apperception and motivation to the students. Then she divided the main activity into three sections. They are exploration means a simulation, elaboration refers to make students active by exercising, discussing, performing some task or doing test and confirmation that ensure the students understand about the materials given.

In this step, she showed that TK, and CK had implemented in her lesson plan, such as she selected, modified, and simplified a suitable tool, instrument, media and learning sources that were promoted teacher's teaching related to the topic. For the evaluation and revision as the post activity, the teacher included many indicators that had to be assessed, made a format of assessment criteria and served an assessment sheet to investigate how far the student understand the English materials.

2. The teacher applies TPACK framework in teaching activities

The data finding is sourced from observation and interview that the researcher found that teacher had applied some elements of TPACK framework. Below is data finding of observation checklist:

No	Component	Indicator	Meeting 1		Meeting 2		Meeting 3	
			Yes	No	Yes	No	Yes	No
1.	TK	1. Teacher can operate the technology easily	√		√		√	
		2. Teacher uses many different technologies in the classroom	√		√		√	
		3. Teacher often play around the technology	√		√		√	
		4. Teacher has technical skill in using the technology	√		√		√	
2.	CK	1. Teacher has various ways and strategies to develop students' understanding in English.	√		√		√	
		2. Teacher uses sufficient knowledge about English	√		√			√
		3. Teacher speaks English in the classroom		√		√		√
3.	PK	1. Teacher adapts teaching style to different learners	√		√		√	
		2. Teacher knows how to asses students' performance in the classroom	√		√		√	
		3. Teacher adapts the teaching based upon what students currently understand or do not understand	√		√			√
		4. Teacher can assess students in multiple ways		√		√		√
		5. Teacher know how to organize and maintain classroom management		√		√		√
4.	PCK	1. Teacher knows how to select an effective teaching approach to guide students' thinking and learning English	√		√		√	
		2. Appropriate blend of content and pedagogic approaches to achieve the goals of the lesson	√		√		√	
5.	TCK	1. Using an appropriate technology that can use for understanding and practicing English language		√		√		√
		2. Teacher can choose technology that enhances the content for a lesson she teaches		√	√		√	
6.	TPK	1. Teacher chooses the technology that enhances the teaching approaches for		√		√	√	

		lesson					
		2. Teacher can adapt the use of technology in different teaching activities	√		√		√
		3. Teacher can use technology to improve teaching and learning productivity	√		√		√
7.	TPACK	Teacher teaches English that appropriately combine subject matter, teaching approach, and technologies in a lesson plan		√		√	√

a. Technological knowledge

The teacher is qualified to apply TK well in the classroom. She used the laptop, speaker, power point and MP3 Audio as the digital-teach technology; marker and ID card as the low-teach technology. The teacher plays the audio and use Power point during activity. Teacher has technical skill in using the technology. It is shown from the teacher’s way on how to operate and to make the good slide and to open the audio MP3 for listening. Moreover in interview, the teacher said that she prefer to use laptop than other than other. In her opinion, laptop is very useful especially during practice time.

b. Content Knowledge

The teacher showed that she applied CK in her teaching classroom. The teacher gave a dialogue that consists of some expressions of introduces herself. She wrote and explained the material at the same time. She gave students stimulation toward the topic based on their prior knowledge. She explained the material well by repeating the word in order to make them easier to memorize and giving stimulation for training their speaking skill. Nonetheless, students would have more vocabularies if teacher was not only teaching based on the book. Teacher should be creative such as relating a topic to another topic to increase students’ vocabulary and improve their knowledge from out of the topic.

c. Pedagogical Knowledge

As observation checklist and interview, the teacher showed that she applied many pedagogical terms in in pre and whilst activity such conducted a role play method on main activity, formative assessment and summative assessment since teaching process. Although the teacher still used traditional method, she can achieve her goal to give more explanation and communicative approach such as asking students to discuss and do role play in a small group and used the effective time strategy to manage students took note fast. The teacher’s focus of teaching was structural view that is emphasized by giving vocabulary. She realized that she used different method for some students, such as gave more attention to unengaged students and gave respond to active student. Besides, the teacher did simulation to make students speak up or active such as “who likes vegetable?”, “who have ever eaten a carrot here? Raise your hand, please! Who likes a carrot?” etc. She also used repetition and imitation to make students understand and memorize the word easier.

d. Pedagogical Content Knowledge

The PCK applied well in teacher’s teaching in the classroom. It appeared from how she combined a method with a specific topic for improving students’ skill. The teacher can chose role play and group work for persuading passive and anxiety students. She applied this active

learning approach in order to improve students' pronunciation, writing, and speaking skill and brainstorm the situation by giving question about students' daily life about the topic.

In whilst activity, the teacher asked students about on what they like most. It stimulated students to speak up and share their experiences. In the other hand, the teacher gave trust to her students by giving students' change to evaluate their friends. In this case, the teacher did not only against the trustworthy between teacher-students but also students-students. She also did reviewing the material before closing the activity again. As she argued that the students not only believed in their teacher but also their friends.

e. Technological Content Knowledge

On pre and whilst activity, the first meeting, the teacher not much give explanation and example of material on the whiteboard. It indicated that she less in implementing TCK. This is because the teacher did not use audio as the instructor in her Audiolingual method, with result that many pronunciation mistakes happen in giving vocabularies. In addition classroom observation showed that the teacher was also not sensitive. She let her students to not look or pay attention to slide that had given. It was better to give them the print out of the material. However, her effort to apply audio listening in pre activity was better to improve students' listening, pronunciation, and speaking ability. In interview section, she admitted that she was quite good in using technology she said that she could use digital technology to play an audio, to show a picture and to describe something by slides related to the English material.

f. Technological Pedagogical Knowledge

The classroom observation and interview showed that teacher had applied TPK quite good. She could adapt the use of technology in different teaching activities such as when the teacher explained the material by using marker and whiteboard as media. It can be shown when she explain to her students that the expression and the dialogue that could they use was as she wrote in the whiteboard of the class activity. Beside of giving explanation, she also told that students are asked any questions to stimulate their thinking when teacher assessed students by using ID Card.

TPK is implemented well, it indicated from how teacher made students active in learning by applying audio listening. She opened her laptop and showed them a picture of vegetables. She wanted all students to spell or read each written of vegetables. In listening time, the teacher played an audio that was led by a speaker who was going to tell one of English language of a picture. Then the teacher showed a paper of picture task.

g. Technological Pedagogical and Content Knowledge

Indication of teacher's TPACK applied is not completed well especially, for CK, PK, and TCK. Whole teacher's knowledge has to be completed each other and minimum mistakes. When the teacher is not good in one element, it means that the teacher miss it. From description of six elements above, this study find lacks of English teacher's TPACK. In some meeting, The teacher did many mistakes in pronunciation, teacher's management of the class setting was not quiet and placid atmosphere, and teaching media that is used still miss, so teaching and learning process are not good enough.

There some reasons why the teacher is not implemented TPACK. First, the English teacher was very rarely speaking English during teaching and learning process. Second, teaching a media that is used still uncompleted such as miss of LCD and electricity plugs. Then, she only focused in giving vocabulary that is stated in book.

3. The problems are faced by the English in teaching activities within TPACK framework

In TK, the teacher mentioned that there a technical problems that was a broken electricity plugs when she taught in teaching and learning process. In the other hand, she could not do service by herself if her laptop was broken inside the input. She should bring it to the electronic service. The other difficulties are in technology planning. She said that teaching with technology is more crucial in planning.

In PK, it was happened when she said that she had difficulty in finding suitable way to manage the class. The students had different skill and character. Some of them were easy and quick to receive the lesson she submitted. There were also very slow to understand. She also mentioned that there one of her problem in TPK. She operated power point without slide so her students could not see the material clearly. In result that students hard to flow the activity, as she said that her students faced it difficult to look in the laptop screen; it too small to look for whole students.

During teaching activity, she tried to speak English fluently such as asking students' feelings and giving parting. Nonetheless, she had difficulties in pronouncing words. It appears from the note and quotes of observation. Teacher known all vocabularies related to the topic but she was stuck in the same vocab and did many mistakes in pronouncing word. Beside of that, she also found the problem to find a way how to make students understand easier and create an active learning.

Teacher also had PCK knowledge that was finding and choosing the good way to different character and skill students. She said. There many approach, methods, techniques, and strategies can be used for receiving teacher's goal but for the teacher, it was difficult to select one for appropriateness with English material and mixed students.

5. Discussion

Teacher's TK in lesson plan can be looked into two points. Firstly, teacher uses the Microsoft Word in making, editing, and printing the lesson plan. The proof, the lesson plan's text structure is written tidily. Secondly, teacher chooses cassette/CD to be an instrument in main teaching activity. The PK in lesson plan is also existed. The researcher sees that the component of lesson plan is really agree with syllabus that she used but from the pre activity until post activity there no specific time included. The researcher also does not find the teacher's activity.

The CK is difficult to be analyzed. It is because the teacher does not put any explanation about the material that is to be taught and what skill is focus on. From the statement above, the researcher find the result that CK in the lesson plan is not complete. The researcher sees that the teacher teaches English Lesson following the learning stages, pre-activity, main activity and post activity on her lesson plan. So based on this evidence it can be concluded that the teacher taught her students based on the lesson plan.

There were problems that she had to face in teaching English using technology (TK). According to observation of three meetings she had a technical problem such as the broken plug electricity with result that she was teaching without LCD and having limited time in using laptop. She had difficulties in pronouncing words, had low vocabulary skill, and did not speak English fluently. It means that she had not already mastered in term of English knowledge (CK). The English teacher found difficulty on implanting PK, such as how to manage the classroom and how to manage separately the boy students' setting to be neat because it made the teaching and learning process was not running well. In addition, she had

problem on what strategy that should be chosen for students who has different skills and characters.

Teacher's PCK problem had to be encountered that found and chose a good way that was able use for receiving teacher's goal appropriateness with specific English material and mixed students. The teacher had problem in making efficient time (TCK). In TPK, The teacher found difficulty to manage the classroom during explaining the material whether using low-tech technology or digital technology. In that time, she already tried to encounter her students discussed each other without pay attention as she can as possible.

The teacher had problem to blend content knowledge with technological knowledge in teaching process (TPACK). The teacher had problem to make the best of various technologies as teaching facility that could be applied well for specific subject content.

6. Conclusion

The teacher defined teaching goals such as standard competencies, basic competencies, and indicator of teaching. She planned teaching activities in pre-activity, main activity and post activity and she was evaluation planning which made an assessment instrument toward material had given. For TK the teacher used power point, and audio MP3. For PK, the teacher managed classroom by collaborating Audiolingual method and traditional method in her nature of language as structural view. Teacher gave English material well. Although, she did a few mistakes on how pronounce the word of vegetables and fruits topic. The teacher applied PCK by giving the students role play and discussion time to improve students' ability in speaking and encourage them to go in front of the class. Teacher's TPK had applied well; she explained the English material by using power point and did a test by using audio MP3. Then, for TCK, she did not utilize the audio MP3 for helping her mistakes during gave new vocabularies. TPACK applied in her teaching activity was not running well. This is because she could not combine various technologies in specific content area to make students more interest in her teaching.

There were seven problems faced in teaching by English teacher that is related to TPACK framework. She found the difficulties to select best technology in efficient time (TK), master the topic that was indicated from pronunciation mistakes, speaking influent and her creativeness of vocabulary achievement (CK), manage the classroom setting of boy students separately (PK), choose a good way for receiving teacher's goal appropriateness with specific English material and different students' abilities and characters (PCK), create an efficient time by using suitable technology in order to make students easier to understand and engage them in learning (TCK), utilize technologies to manage noisy classroom (TPK), and apply various technologies for specific subject content during giving material (TPACK).

7. Suggestions

The teacher is suggested to continuously apply and develop her TK, PK, PCK, and TPK well to create an effective and efficient teaching. The teacher should be able to apply CK, TCK and TPACK as well as teacher applies TPACK framework in daily teaching English as her routine. For the further researcher, the researcher noticed that the researcher only focus on language teaching method, classroom management and assessment aspects of PK of the teacher, meanwhile other aspects including teacher's evaluation process were analyzed. Besides, the further researcher suggested to investigating in this field that to be more focus on specific technologies such as power point, audio, email, or other digital technologies.

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