

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

English is the most essential for students to be mastered because English has been an international communication, the information of technology, in business, entertainment, and etc. In other word, English has taken control everything in human daily life. In English, there are four major of skills including speaking, writing, listening and reading. The fourth skills are connected to each other, it means the four skills must be learn by the students. However the researcher is only focus on writing skill.

Writing skill as we known as a productive language skills. Correspondingly, in (Nunan, 2003) book's says writing is the process of gathering ideas and developing them into a sentences or paragraphs until they are presented to the readers in manner that is clear and understandable. This means, writing is the way how to express the feelings or the ideas into the words to be the sentences until formed to the paragraph which is involves vocabulary and sentence structure. So, writing is important for the students because writing keeps their mind to be creative in producing their ideas into the written words. To accomplish all of that, it also required a good memorization and imagination from the students in writing. Especially writing of descriptive text. Because of that, the teachers needed something innovative, interactive and also interested in their classroom in this digital era.

Being in a world where technology is keeps evolving, teachers must take technology into their class when instructing the Net Generation. Net generation are

super innovative and investigative, they have a curiosity and interest the way how technology works (Leung & Zheng, 2012). Technology is a crucial component of our daily lives, and attempt to improve the teaching and learning process. Currently, technology is rapidly being employed in educational system. In an educational system, technology implies employing computers efficiently and effectively in the teaching and learning process, allowing students to learn how to use computer skills in relevant ways. It means, teacher's knowledge of technology has become the most important for successful integration in education. Therefore, it is important not only how does the teachers teach (pedagogy) and what are teachers teach (content), but the teachers must also include materials (technology) while teaching (Mishra & Koehler 2006). Technological Pedagogical and Content Knowledge (TPACK) by Mishra & Koehler (2006) is the way how the teachers teaching in their classroom using technology. This framework aims to define the types of knowledge required by educators while employing technology in the classroom. They described TPACK as the core of successful teaching using technology, the depiction of concepts through technology, pedagogical strategies that employ technology, and the use of technology to develop new understanding among students from existing knowledge.

According to (Jang & Chen, 2010), TPACK framework provides a new way in understanding the best connections between content knowledge, pedagogy knowledge, and technology knowledge which can lead to efficient technology integration in the classroom. By implementing of technology, the teachers able to explore what media should be used and even the content are needed in learning and teaching process. The use of media technology allows lecturers and students to

access materials and engage both in-person and online (Habibi , et al., 2021). Using technology as online learning gives benefit for student, where students may estimate their time to finish the course and also Students can learn whenever and wherever they want, and developing new abilities in the process that eventually leads to lifelong learning (Harahap, et al., 2022). Especially in teaching writing of descriptive text which is describing about person, things, and animal. Based on the 2013 Curriculum, this text discussed in the second semester of seventh graders. As a Jang and Chen (2010) demonstrations, using TPACK framework in teaching descriptive text is recommended for the teacher to create a great explanation and exploration for the students in understanding the content to be taught.

Given the numerous that show us TPACK framework is literally helpful, this research is will be doing at SMP Negeri 6 Percut Sei Tuan. The researcher is conducting the observation that had been done through an interview with the English teacher and also took an observation in the class situation. The interview about the implementation of TPACK in teaching writing descriptive text can be seen with the following conversation bellow:

**Table 1.1 Preliminary Data**

No.	Questions (researcher)	Answers (Teacher)
1.	How do you understanding TPACK ma'am?	<i>Using technologies while teaching.</i>
2.	Have TPACK been implemented when you are teaching ma'am?	<i>Yes, I have. But not all the time because the technology facilities also used by other class.</i>
3.	What technological facilities are available in this school ma'am?	<i>In laboratory, you can find them. There are computers, projectors, Speaker, and also Wi-Fi. I always bring my own laptop if sometime they are used by other.</i>

No.	Questions (researcher)	Answers (Teacher)
		<i>If there any problem with the computers, the phones are allowed to be bring.</i>
4	Do you see any benefits while TPACK being implemented in teaching writing descriptive text ma'am?	<i>Of course I do. While using technologies in my class, it motivates my students more creative and attractive, they could find things that I asked them to described more easily, better than without using technology. And for me, I can enjoy my class because I can teach them easier.</i>

Based on the interview describes, we could see some benefits while TPACK being implemented. One of those benefits by using TPACK framework, it could help teacher more enjoyable during the class. By implementing TPACK, it also could give the motivation for the students to be more creative and attractive in learning during the class.

In fact, the teachers claimed that most of the students is not good enough to mastery the material is to be given. English is their first time to be learn because they are still seventh graders and their pre-school (elementary school), English was not taught there. It is supported when I was doing my training program, I found that most of students in the class still have difficult on writing, lack of vocabulary, unconfident, and scared. While, the main goal of our teaching is to ensure our student's able to understand and comprehend what teacher taught. If the teachers only used the conventional based learning or everything comes from teacher, it would be monotonous and bored. Especially in this research, researcher is focus on

descriptive text. If the student could not understand the material to be taught, it would bring the failure for teacher.

To solve this kind of student's problem the application of TPACK framework could give a new way for them to be understand more easily. After doing some findings, the researcher found that there was a research that was done by (Cahyono, et al., 2016), He developed a TPACK framework for Indonesian teachers to be implemented in their classrooms. In his research, he tried to test 20 teachers' ability in teaching and he also presented TPACK framework to them. Before he introduced the TPACK framework, the preliminary data shows that only 8% of teachers who applied technology knowledge in teaching. In other word, most of the teachers were only integrated two types of knowledge including Pedagogy knowledge and content knowledge. After he introduced it, more teachers implemented the technological knowledge in their Teaching practice into 15%. The result also shows after the introduction of TPACK, the teachers more inspired to improve their ability in teaching. The other research was also done by (Buga, et al., 2014), in his research says Teaching with technology could help the teacher more enjoyable and manageable in their class and also help the teacher to communicate with the student easier. Another previous research shows students got more motivated and also excited to involve in the teaching and learning activities while using technology (Irawan, 2015). The researcher also found that there is the different between using technology and not. The students felt comfortable and more focus on the subject when I as a researcher was doing my training program in SMP Negeri 6 Percut Sei Tuan.

Therefore, the researcher is interested to do this research to find out how the teacher implement TPACK in teaching writing descriptive text for seventh grade students at SMP Negeri 6 Percut Sei Tuan. The main reason for this research whereas using technology is one of SMP Negeri 6 Percut Sei Tuan Vision's. Where in their vision says "*Unggul dalam penerapan ilmu pengetahuan, berkarakter dan teknologi, terutama dalam bidang sains dan teknologi*". It has become clear, it would be great if the researcher conducting this research in this school and technology facilities are available. Additionally, technology has the greatest potential to increase student achievement and truly prepare students for life, career and college and 21<sup>st</sup> century and the TPACK model can achieve this goal (Mishra & Kohler, 2006).

#### **B. The Problems of the Study**

There are two problems are formulated:

1. How do the teachers use technological and pedagogical knowledge in content knowledge of teaching writing descriptive text?
2. Why do the teachers use technological and pedagogical knowledge in content knowledge of teaching writing descriptive text as the way they do?

#### **C. The Objectives of the Study**

According to research question above, the objectives of the study are:

1. To investigate the teacher used of technological and pedagogical knowledge in content knowledge of teaching writing descriptive text.
2. To explore the reason why do the teachers use technological and pedagogical knowledge in content knowledge of teaching writing descriptive text as the way they do.

#### **D. The Scope of the Study**

Based on the problems description, the study is focuses on how the teacher implement technological and pedagogical knowledge in teaching writing descriptive text and the reason why do the teacher technological and content knowledge in teaching writing descriptive writing at SMP Negeri 6 Percut Sei Tuan in academic years 2022/2023.

#### **E. The Significances of the Study**

Based on the objectives that will be achieve, this research is expecting would give the benefits for education in theoretically and practically contributions.

##### **1. Theoretically**

The results of this study can be used as a reference for further researchers to add insight of teacher TPACK in learning. In addition, the findings of this study can provide an overview of the mastery of TPACK by teachers in teaching writing descriptive text.

##### **2. Practically**

For the students, this research is hopefully provide students with a better understanding of how to create effective descriptive writing that is well-written and engaging through TPACK.

For the teachers, this research can be an evaluation material regarding TPACK in learning especially in teaching writing descriptive text and also for the Pre-service teacher, this research is expecting will be a motivation to further explore TPACK in learning.