

# CHAPTER I

## INTRODUCTION

### **A. The Background of the Study**

As stated by Depdiknas (2003: 6), there are 4 language skills as the center of English teaching, namely listening skill, speaking skill, reading skill, and writing skill. Flynn and Stainthorp stated that writing is a medium for humans to communicate with one another. Among the four language skills, writing is categorized as a complex skill because writing involves multiple cognitive abilities. Besides, it is said that writing consist of several steps, well known as the discovery process. In other words, a writer will not know what he wants to write until he explores his thoughts through writing. Writing, on the other hand, is critical because all students require good writing skills to meet their academic and work needs. For example, when applying for a scholarship or fulfilling a job requirement that requires applicants to have good oral or written English skills, the should be able to write an essay paper.

Nguyen (2015) said that good writing skill will provide many benefits to students because it allows students to improve their ability within the using of vocabulary and grammar. The output of writing process are delivered in the form of words or text which regarding to it, senior high school students are expected to comprehend and be able to produce several short functional texts. Harmer (2004) stated that writing has always been included in English

curriculum. Since Curriculum 2013 is a text-based learning process, text is used in the majority of learning activities. Based on English syllabus, there are several genres of writing that should be mastered by the students at senior high school, such as recount text, narrative text, descriptive text, procedural text, analytical exposition text, explanation text, etc. From these various texts, the researcher will only focus on the analytical exposition text.

The English syllabus requires students at grade eleventh to be competent to write analytical exposition text related to the actual issues presented by the teacher. In order to produce a proper analytical exposition text, students must create an analytical exposition text by sharing ideas with their partner. Curriculum 2013 learning activities give students the opportunity to share ideas, explore, and examine their thinking about a specific topic.

Students are expected to think critically about the phenomena around them when writing analytical exposition texts. Amelia (2021) said that in writing this kind of text, students should believe if the idea and arguments are significant. In line with that, some evidences are needed to support the claim. Priyana, et all (2008) stated that analytical exposition text refers to kind of argumentative text which discusses specific topics by either comparing and contrasting or both. By writing analytical exposition text, the students are required to be capable of creating a text which can encourage the readers if the idea is crucial and significant by taking attention to its social functions, generic structure, and language features.

On the other hand, technology is increasingly being used in educational contexts. Within the using of technology in education system, teaching and learning process becomes more efficient and effective. Indeed, teacher has a significant role to be able to implement and integrate technology. As stated by Koehler and Mishra (2008), besides paying attention to the pedagogy and content of teaching, teachers also need to consider the using of technology in teaching activities.

The Technological Pedagogical and Content Knowledge (TPACK) framework, one of the most current frameworks to incorporate technology in education, was developed by Mishra and Koehler in 2006. Therefore, the goal of this framework is to identify the different kinds of knowledge that a teacher needs in order to incorporate technology into an activity in the classroom. Content Knowledge (CK), Pedagogical Knowledge (PK), Technological Knowledge (TK), Pedagogical Content Knowledge (PCK), Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK), and Technological Pedagogical Content Knowledge make up the seven components of TPACK (TPACK).

Jang and Chen (2010) defined TPACK as a new approach to understand the complex relationship between content, pedagogy, and technology which is able to make the technology integration in the classroom to be successful. Within the using of technology, it will be helpful for the teacher to discover the media from internet in teaching and learning process, especially when teaching analytical exposition text.

The following issues regarding to the implementation of TPACK in teaching analytical exposition text were discovered during the researcher's observation and interview with the English teacher and students at grade eleventh at Kesuma Indah Padangsidimpuan Senior High School.

First, it found out that most of eleventh grade students struggled in writing analytical exposition text. The data of students' performance in writing analytical exposition text showed that only 8 students out of 24 in class eleventh one science class met the criteria of minimum completeness. In other words, two-thirds of the total students in eleventh one science failed to comprehend writing this kind of text. The reason is that they have poor grammar skills. Swan (2005) defined grammar as the set of rules that guide the way words are joined, structured, and modified to communicate different kinds of meaning. Since grammar is the cornerstone of language understanding, it is crucial for students to learn it in order to write well and avoid using the wrong grammatical structures.

Second, the students recognize a lack of resources for compatible technologies or media to support their learning activities. According to the interviews conducted with the students, the majority of the students stated that they did not have sufficient and compatible media or technology facilities in their own home. Hence, teachers as the facilitator must be able to manage this situation within the using of TPACK.

Finally, it was discovered that the majority of students struggle to write texts using the general framework. The three generic structures of a text

for analytical explanation, according to Anderson and Anderson (1997), are the thesis, the arguments, and the reiteration. These three general structures should be used in the correct sequence to give subjects or ideas textual significance.

According to Irawan (2015), using technology in the TPACK framework increases student involvement in teaching and learning activities. On the other hand, Buga et al. (2014) stated the implementation of technology increased teachers' enjoyment of their classes and transformed the teaching to become more engaged with the students.

Based on the explanation above, it is necessary for the writer to do a research entitled "Technological Pedagogical Content Knowledge in Teaching Analytical Exposition Text at 11<sup>th</sup> Grade at Kesuma Indah Padangsidempuan Senior High School". Therefore, in this research, the writer will clearly aim to see the components of TPACK that are found in teaching and reveal its implementation during the teaching and learning activities.

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

There are two research questions regarding to the background of the study, they are:

1. What are TPACK components found in teaching analytical exposition text for 11<sup>th</sup> grade at Kesuma Indah Padangsidempuan Senior High School?
2. How is TPACK implemented in teaching analytical exposition text for 11<sup>th</sup> grade at Kesuma Indah Padangsidempuan Senior High

School?

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

Following the formulation of problems of the study, the objectives of the study are:

1. To find out the components of TPACK in teaching analytical exposition text for 11th grade at Kesuma Indah Padangsidempuan Senior High School.
2. To reveal the implementation of TPACK in teaching analytical exposition text for 11th grade at Kesuma Indah Padangsidempuan Senior High School.

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

In order to achieve the research objectives, the writer limits the problem by the following terms.

Theory of the components of TPACK proposed by Mishra and Koehler (2006) were the parameter of the TPACK components found in teaching analytical exposition text. Besides, the theory of Harris and Hofer (2009) were the parameter to demonstrate how the TPACK components are implied. They suggested that the process of planning a lesson can be described in five basic instructional process. These process mainly concern with (1) determining the goals of the learning, (2) choosing the most appropriate methods as well as strategies that can be used to enhance students' learning experience, (3) selecting and sequencing what kind of activities that students will engage in during the learning, (4) determining

how students can be assessed based on the learning goals and their achievement, and (5) selecting what kind of tools and resources will be used to help students achieve the learning goals. This research were limited to "analytical exposition text" material, which implemented in three meetings and each meeting took two hours per week.

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

The significances of this study are divided into two categories. They are theoretical significance and practical significance. Thus, this findings are hopefully will help teachers and students improve the implementation of TPACK in teaching analytical exposition text. The findings made the following significant contributions:

1. Theoretically, this study will provide some information and theories about the TPACK framework, specifically the components of TPACK found in teaching analytical exposition text.
2. Practically, the findings of this study will be beneficial for:

- a) The English Teachers

Teachers can gain a lot of useful technology materials for the teaching activities within the implementation of TPACK. Moreover, they can develop and improve their learners ability in learning analytical exposition text.

- b) The Students

Students can improve their abilities in learning English within the implementation of TPACK in the English materials, so

that their participation will be more enthusiastic.

c) Other Researchers

Other researchers can use the findings of this research as a reference of conducting the related research on TPACK.