CHAPTER I

INTRODUCTION

A. The Background of Study

In order to effectively communicate and understand the English language, it is essential to focus on mastering four key competencies. According to Sulistiyana (2020), the core of English language teaching is the mastery of four essential language competencies, namely reading skills, listening skills, speaking skills, and writing skills. These skills are interconnected and crucial for effective communication in the language. To be considered proficient in English, students must master all four language skills. It is confirmed by Uma and Ponnambala (2001) that mastery of the four language skills in English is very important for students to be considered proficient.

Writing is an essential element of language proficiency, along with speaking, reading, and listening, that students must excel in. Writing skill is a fundamental and essential element of effective communication. Handley (2014) state that writing skills involve effectively communicating through written language. This includes considering the audience, conveying ideas clearly, and organizing thoughts logically. Strong writing skills are crucial in both personal and professional contexts, as it allows individuals to convey their thoughts with precision and impact. It encompasses various aspects such as clarity, coherence, organization, grammar, vocabulary, style, and creativity. As state by Nguyen (2015), having good writing skills offers numerous advantages to students as it enables them to enhance their proficiency in vocabulary and grammar. Writing

also serves as a powerful tool for critical thinking development. It encourages students to analyze, evaluate, and synthesize information from various sources and promotes a deeper understanding of the subject matter. When students write, they are required to think critically about the topic at hand, consider multiple perspectives, and support their claims with evidence and reasoning. This process enhances their analytical abilities, allowing them to approach complex problems more effectively and view issues from different angles.

Writing skills are one of the competencies taught in the emancipated curriculum. The emancipated curriculum is an educational concept that emphasizes freedom of thought and creativity for students. Students are encouraged to critically consider different perspectives. The emancipated curriculum also provides opportunities for students to explore various writing genres, such as narrative, exposition, persuasion, and descriptive.

In the emancipated curriculum, there are learning outcomes for English subjects. Students are expected to be able to use oral, written, and visual texts in English to interact and communicate in more diverse contexts and formal and informal situations, various types of texts such as narratives, descriptions, procedures, special texts (short messages, advertisements) and original texts are the main references in learning English in this Phase. From these various texts, the researcher only focus on the descriptive text.

A teaching module is a learning tool that contains a learning implementation plan to help the learning process achieve learning outcomes. The teaching module

component provides clear and structured learning objectives to teach students how to write descriptive text effectively.

Table 1.1. Learning Objectives of Description Text

The learning objectives table contains an explanation of the learning outcomes (phase D), Skills and the domain, and the learning objectives.

Learning Outcome Phase	Skills/Domain	Learning Objectives
At the end of phase D, students communicate their ideas and experiences through simple, structured paragraphs, showing progress in the use of specific vocabulary and simple sentence structures. Using examples, they plan, write and present informational, imaginative and persuasive texts using simple and compound sentences to construct arguments and explain or defend an opinion.	Writing-Presenting Elements	Students are able to write a simple descriptive text based on their experience using their own sentences with correct text structure and linguistic elements.

In Table 1.1, it can be said that students will research and gather relevant information, organizing it logically and coherently. They will demonstrate their understanding by using specific vocabulary and simple sentence structures to explain and clarify key points. In addition, the table above explains the learning objectives for students to create a basic descriptive text using their sentences, ensuring proper text structure and language elements, drawn from personal experiences.

When writing descriptive texts, students need to think deeply about how they can describe the things around them. Emilia (2011: 82) The purpose of this text is to describe a person, place, or thing. The process of writing descriptive text shows how well students can design and carry out creative processes when dealing with the foreign language they are learning, especially in the writing process.

In this particular instance, it is crucial for English teachers to effectively teach students, especially their writing skills in descriptive text. According to Kranthi (2017), technology has been employed to aid and enhance the learning process in language acquisition. Teachers can incorporate various forms of technology to support their instruction, promote student motivation and participation, present authentic examples from the target culture, and establish connections within their classrooms. Integrating technological advancements in the education system enhances the efficiency and effectiveness of the teaching and learning process.

Researcher's Question	Indonesia	Inggris	TPACK Elements
Do you use technology/media to support learning process? What technology/media is usually used	*Iya. Medianya handphone aja gak ada yg lain. Untuk bukunya sesekali ambil dari link.*	*Yes. The media is just the cellphone, nothing else. For the book, we occasionally take it from the link.*	Technological Knowledge (TK)
What are strategies usually used in teaching speaking skills?	*Saya hanya beri materi di WA Grup untuk di tulis dan untuk tugas tugas penulisan paling penulisannya harus benar.*	*I only give material in the WA Group to write and for writing assignments, the writing must be correct.*	*Pedagogical Knowledge (PK)*
Where do you get the source of the subject matter?	*Saya biasanya ambil worksheet atau LKPD dari google dan dari Youtube pun juga untuk materi video*	*I usually take worksheets or LKPD from Google and also from Youtube for video material.*	*Content Knowledge (CK)*
Do you think it's important or not to prepare a lesson plan before teaching English?	*Perlu lah, karena kita ada langkah-langkahnya*	*It is necessary because we have the steps.*	*Pedagogical Content Knowledge (PCK)*
Researcher's Question	Indonesia	Inggris	TPACK Elements
How to choose the appropriate learning technology and media with the subject matter in	*Yang pertama materi yang simpel yang dicari. Saya udah siapkan media berupa foto*	*The first is simple material to look for. I have prepared media in the form of photos along*	*Technological Content Knowledge (TCK)*

teaching English?	beserta cerita mengenai tempat	with stories about places.	
Do you think it is important to apply technology in learning English?	Iya sangat penting	Yes, very important	Technological Pedagogical Content Knowledge (TPACK)

Table 1.2. Pre-interview regarding TPACK Elements

The education system must equip students with 21st-century skills to prepare them for global economic competition. Hidayah et al. (2017) asserted that these skills emphasize the need for learning to cultivate four competencies (4C): communication, collaboration, critical thinking, and creativity.

The integration of these skills, which are encompassed by the 4C framework (communication, collaboration, critical thinking and problem-solving, and creativity and innovation), is a means of anticipating the curriculum concerning technological advancements and their societal applications. Consequently, the utilization of technology takes precedence in meeting the demands of 21st-century skills. After all, Teachers play a crucial role in the effective implementation and seamless integration of technology.

The TPACK framework encourages educators to not only have a deep understanding of their subject matter (content knowledge) and effective teaching strategies (pedagogical knowledge), but also to be able to incorporate technology in a way that enhances student learning (technological knowledge). This requires educators to continually reflect on their current practices and be willing to adapt and grow in order to meet the needs of 21st century learners. As someone with a

passion for education and technology, I am drawn to TPACK because it provides a roadmap for how to effectively integrate technology in the classroom. By mastering the TPACK framework, educators are able to leverage technology to enhance student understanding, engagement, and collaboration. I am excited to continue learning about how to effectively apply TPACK principles.

As Koehler and Mishra (2006) point out, in addition to paying attention to pedagogy and lesson content, teachers should also consider the use of technology in classroom activities. Developed in 2006 by Mishra and Koehler, the TPACK framework is a recent approach to integrating technology in education. Its objective is to recognize and categorize the various types of knowledge required by teachers to effectively utilize technology in classroom activities. The elements of TPACK are 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 form the seven elements of TPACK.

According to Jang and Chen (2010), TPACK is a new perspective that provides insight into the intricate dynamic between content, pedagogy, and technology. This framework is crucial in ensuring the effective integration of technology within the classroom. Incorporating technology empowers educators to effectively leverage online resources while teaching and learning descriptive text, facilitating a more enriched educational experience. It emphasizes the importance of teachers having a deep understanding of how to effectively

incorporate technology into their lessons while maintaining a strong grasp on subject matter and instructional strategies.

In summation, incorporating technology into education is crucial for offering students a well-rounded and engaging learning experience. Educators need to not only concentrate on their teaching strategies and subject matter but also take into account how technology can enhance their teaching methodologies. The TPACK framework offers valuable insights into the integration of content, pedagogy, and technology, underlining the significance of educators possessing a thorough knowledge of how to efficiently utilize technology in the educational setting.

Based on preliminary interview with teacher of grade 7 at SMP Negeri 3 Medan, the researcher found that teachers have some obstacles in applying the TPACK concept in teaching Descriptive Text:

According to the interview with one of the English teachers at SMP Negeri 3 Medan, the use of the seven TPACK elements has not been fully implemented. The interview results state that PK (Pedagogical Knowledge), CK (Content Knowledge), TK (Technology Knowledge), PCK (Pedagogical Content Knowledge), and TPK (Technology Pedagogical Knowledge) have been applied by the teacher concerned in the learning process of writing description text. One of the English teachers at SMP Negeri 3 Medan effectively incorporates the Pedagogical Knowledge (PK) element by understanding the individual characteristics of students and creating tailored lesson plans. They also demonstrate strong Content Knowledge (CK) by thoroughly mastering the subject matter they teach. Additionally, the teacher utilizes Technology Knowledge (TK)

by incorporating videos as a valuable educational tool. They effectively engage students by applying examples from real-life situations in line with the Pedagogical Content Knowledge (PCK) element, ensuring ongoing development in the learning process. Furthermore, the teacher demonstrates their Technological Pedagogical Knowledge (TPK) by utilizing technology platforms, such as Google Classroom, for collecting assignments and facilitating communication.

According to Mishra and Koehler (2008), the ideal implementation of TPACK involves a deep integration of technological, pedagogical, and content knowledge. This integration requires teachers to understand how technology can enhance their teaching of specific content areas and pedagogical approaches. Teachers should be able to balance all three components of TPACK effectively in order to create meaningful and engaging learning experiences for students.

However, there are still two of the seven elements that have not been applied, namely TCK (Technology Content Knowledge), and TPACK (Technological Pedagogical and Content Knowledge). Based on the description above, the researcher is interested in conducting research with the title "The Implementation of Technological Pedagogical Content Knowledge (TPACK) in Learning Descriptive Text Writing in Grade VII at SMP Negeri 3 Medan"

B. The Problems of Study

Based on the background of the study above, the researcher formulates the problem of the question becomes:

1. What are TPACK elements found in teaching writing descriptive text   for seventh grade students at SMP Negeri 3 Medan?

2. How is TPACK implemented in teaching writing descriptive text for seventh grade students at SMP Negeri 3 Medan?

C.   The Objectives of Study

After formulating the research problem, the research objectives are:

1. To discover the elements of TPACK in teaching writing the descriptive text for seventh-grade students at SMP Negeri 3 Medan.

2. To investigate the implementation of TPACK in teaching writing the descriptive text for the seventh grade at SMP Negeri 3 Medan.

D. The Scopes of Study

The researcher restricts the scope of the problems by defining the specific terms. Based on the research background above, the researcher focuses on English teachers' technological pedagogical content knowledge (TPACK) in the teaching Descriptive Text, specifically describing people. In this study, the researcher focuses on the writing skills. The researcher focuses on the analysis of the teaching English based on the TPACK framework at SMPN 3 Medan in academic years 2023/2024

E. The Significances of Study

The significances of the study are expected to be useful in practical significance and pedagogical significances:

1. Practical Significances

   a) English Teachers

As part of the TPACK implementation, teachers will receive several technology materials to assist with classroom activities Additionally, it can develop and improve students' skills in writing descriptive texts.

   b) Students

Student can improve their English learning skills by introducing their TPACK to English teaching materials and can participate more enthusiastically.

   c) Other researchers

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

2. Theoretical Significance

Theoretically, this study gives some information and theories about the TPACK framework, specifically the elements of TPACK found in teaching writing descriptive text.