

**TECHNOLOGICAL, PEDAGOGICAL, AND CONTENT KNOWLEDGE  
(TPACK) IN TEACHING SPEAKING:  
TEACHERS' BELIEFS AND PRACTICES**



**Submitted to Department of English Education, Postgraduate Program of  
Universitas Muhammadiyah Purwokerto in partial fulfillment of the  
requirements for the degree Master of English Education**

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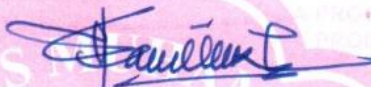
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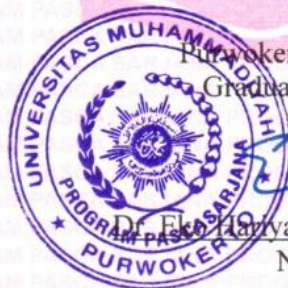


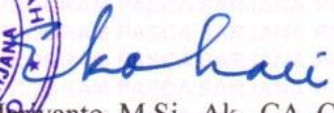
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I confirm that this thesis has not been submitted for the award of any previous degree in any tertiary institutions in Indonesia or abroad.

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## Dedication Page

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## Abstract

Teacher's Pedagogical and Content Knowledge (TPACK) becomes the crucial issue in the education field because it contributes to the quality of the teaching and learning process. This research was conducted to describe teachers' belief about TPACK framework as well as analyze the implementation of teachers' TPACK in speaking lesson plan. The research method used in this research was a mixed method research design. The participants in this research were certified English teachers of Vocational High School in Banyumas Regency. There were 13 certified English teachers as the research sample. In collecting the research data, the researcher used questionnaire, document analysis, and interview. After analyzing data, it was revealed that most of the teachers had strong beliefs about TPACK (84%). From the seven subdomains of TPACK, teachers' belief on technological knowledge obtained the highest score (89%). The teachers believe that technology helping their teaching. Moreover, they believe that they have relevant skill related to the IT skill. However, the teachers' belief on technological content knowledge got the lowest score (81%). Related to the implementation of teachers TPACK in teaching speaking, the lesson plans arranged by the teachers had met the standard of good lesson plan. However, there were some mistakes in some aspect of TPACK framework. For example, in the aspect of content knowledge in which there was one lesson plan which not provide clear lesson objectives. The lesson objectives were not aligned with the competency achievement indicator (IPK). Moreover, the teachers did not aware of possible students' misconception. Even, they did not recognize and identify the students' misconception before teaching. This would interrupt students' learning.

**Keywords:** teachers' belief, teachers' practices, teaching speaking, technological pedagogical content knowledge (TPACK)

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The writer realizes that this thesis still has weaknesses but this thesis may be useful for the readers. Thus, suggestions from the readers will be appreciated.

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