

# CHAPTER I

## INTRODUCTION

This chapter has five sub chapters. It begins with research background then followed by research question and aim. The next part presents the significance of the reseach and outline of the thesis.

### **A. Research Background**

The 21<sup>st</sup> century is often considered as an era of technology. Technology plays a crucial role in our lives that makes our work become more accessible and less time-consuming. It also impacts many aspects of life, including education. In the last decade, the use of technology in education has attracted the attention of researchers due to its contribution to improve the learning outcomes (Fauth et al., 2019; Siron et al., 2020; Al-Hariri and Al-Hattami, 2017). In addition, teachers should integrate technology into the classroom in order to prepare students for a digital future. As a result, teachers should incorporate technology into their lessons in order to facilitate student learning (Siddiq, Scherer, & Tondeur, 2016).

Shulman (1987) argues that historically, every teacher must be equipped with sufficient material and pedagogical skills to support teaching and learning processes. In addition, he believes that teachers should have adequate understanding of classroom procedures, application of learning theories, differentiation approaches, and grading processes in relation to their subject matter expertise (i.e., the pedagogical knowledge). In addition to the growth of technology in education, Mishra and Koehler (2006) broaden Shulman's

scheme by including technical expertise into classroom technology integration. Their strategy is known as TPACK or technology pedagogical content knowledge

Speaking a second or foreign language has always been seen as the most difficult of the four skills (Bailey and Savage in Celce-Murcia, 2001: 103). Thus, speaking is an essential ability for English language students to acquire. Because the capacity to communicate effectively in English as a second language may contribute to the success of the student in life. According to Goh and Burns (2012, p. 21), having effective speaking and listening skills is a crucial part of growing EFL language competency since it may have a direct influence on the learner's future personal and professional success. Students in senior high school are required to have strong English-speaking abilities for the English course. According to Richards (2006), the purpose of teaching speaking is to give students with communicative skills and classroom activities that increase students' capacity to express themselves orally. Therefore, students should engage actively in the teaching and learning process, particularly in speaking. Through speaking, students get acquainted with the used utterances. Learning to speak English fluently and properly is always a great job for foreign language learners. It provides benefits for students. It may expand our professional vocabulary, especially when communicating with others. According to Harmer (2004), getting students to speak or use the language they are learning is a crucial aspect of a teacher's role. Students are the ones that need practice, not the teacher. It may be inferred from this phrase

that the teacher intends to improve students' speaking abilities. However, it is indisputable that English instructors struggle with teaching speaking, particularly to EFL students (Harmer, 2007). This issue is mostly a consequence of the nature and infrequency of speaking chances in the classroom relative to the availability of natural forms and genres of oral communication. Moreover, according to Harmer (2007), students are often hesitant to talk since they are timid and not used to expressing themselves in front of others, particularly when asked for personal information or thoughts. Students often fear speaking poorly and therefore losing face in front of their peers. Selecting the most suitable sorts of spoken conversation for classroom practice in a certain language course is likewise quite challenging. In addition, Thornbury (2007, 31) emphasizes that the choice must be made correctly in order to extend the regular speaking practice in the classroom.

According to Goh (2016), Technology in teaching speaking develops language fluency, accuracy, and complexity. Meanwhile Hamad, Metwally, and Alfaruque (2019) state that the use of technology in teaching speaking is one of the solutions to overcome the difficulties in teaching speaking, as it results in a number of positive outcomes for the students. In addition, according to Akkara, Anumula, and Mallampalli (2020), the use of technology in teaching speaking enhances students' speaking fluency and coherence, lexical resource, grammatical range and correctness, and pronunciation. In addition, the use of technology to teach speaking increases students' speaking abilities and has a good effect on learners' fluency and pronunciation.

A curriculum is the most important point for the success of the teaching-learning process in education. In Indonesia, there had been several times changes and improvements of the curriculum. Curriculum 2013 was officially launched on July 15, 2013 by the Ministry of Education. This 2013 curriculum is unique, different, and full of planting attitudes, knowledge, values, and character of students compared to previous curriculum. The difference is all syllabus, learning plan, teacher handbooks, and student handbooks provided by government. In the past, the teacher were busy with making learning devices, such as syllabus, teaching plans. Now the teachers just have to teach and develop education to achieve the common goals that we will achieve based on the outline outlined in the 2013 curriculum. This curriculum also focuses on attitude, knowledge, skills, and characters based on a scientific approach.

According to an extensive body of empirical work, every teacher needs to follow a lesson plan for effective teaching, students' learning and classroom management for fulfilling the learning outcome because it is labelled as 'the hidden world of teaching' or 'quality improvement activity' (Saad, 2011; Shen, Poppink, Cui, & Fan, 2007). Lesson plan helps a teacher to utilize time, resources, materials and techniques at an optimum level (Chickering & Ehrmann, 1996). Lesson plan is important because it helps teachers assure that the day-to-day activities that go on in their classrooms are providing students with an adequate level of long-term progress toward the goals outlined in their scope and sequence, as well as their individual education plans when necessary (Afdaliah, 2021).

Although the lesson plan is essential for improving teaching and learning capacity, in practice, the implementation of lesson plan is rarely practiced in the classroom (Garrison & Kanuka, 2004). The literature often reports that having no knowledge of making lesson plan is the main challenge to make and implement lesson plan-induced session in the classroom (Cullen, Long, & Reback, 2013). In general, teachers have no idea about necessary theories of lesson plan and their blending strategy for making lesson plan (Jahjough, 2014).

Adopting the framework of TPACK into the lessons will help teachers to have clear guidance on what they should do with the content, pedagogy, and technology of language learning (Theresia: 2019). This means that teachers are required not only to master the topics they have to teach and the pedagogical knowledge of how to teach the topics but also to be able to choose certain technologies that will enhance students' learning and, therefore, provide them with a deeper understanding and meaningful language learning experience. Moreover, The TPACK framework, then, will not only aid teachers in delivering content in new exciting ways and help students engage in more authentic and meaningful learning experiences to acquire a better understanding of the content of the subject area.

Teacher's belief is vital to classroom practice because it represents the premise instructors consider to be true and the justification for the classroom's attitude. The teachers should believe in the TPACK framework in order to implement it. During the last several years, a number of studies have been undertaken under the umbrella of research on teachers' attitudes regarding the

TPACK framework. Initially, Voogt et al. (2013) indicated that TPACK study must be linked to teacher beliefs research. Then, Levin et al. (2016) argued that teachers' beliefs impact their technology usage choices and behaviors significantly. Chai et al. (2017) stated that teachers' TPACK and these views are connected, and that learning to develop 21st century-focused lesson packages may significantly alter instructors' TPACK and beliefs. The TPACK model presented by Tang et al. (2020) presents a complete and multimodal teaching strategy that EFL instructors are prepared to consider when building the course. Drajadi et al. (2018) have analyzed the perspective and implementation of pre-service and in-service teachers in Indonesia regarding the technology, pedagogy, and topic knowledge literacy aspects.

Therefore, this research aims to explore the teachers' belief about TPACK model and analyse the implementation of TPACK in speaking lesson plan in Vocational High Schools in Banyumas.

## **B. Research Question**

The research questions are formulated as follow:

1. What is the teachers' belief about TPACK?
2. How do the teachers implement their TPACK model in speaking lesson plan?

## **C. Aim of the Research**

This research aims to:

1. Describe the teachers' belief of TPACK model
2. Describe the implementation of TPACK model in speaking lesson plan

## **D. Significance of the Research**

This research will give some advantages to the following parties:

### **1. English teachers**

Teachers in this study will get information related to their TPACK knowledge in teaching speaking after the measurement. The results are expected to give teachers more motivation in enhancing their knowledge in teaching speaking.

### **2. Schools**

After knowing teachers' knowledge of TPACK in teaching speaking, the schools can take some policies to encourage their teachers' knowledge and skills in teaching speaking, for example by conducting or sending teachers to join some workshop or training.

## **E. Thesis Outline**

Generally, the thesis is divided into five chapters; it is composed in such a way so that the readers who are interested in this topic can understand easily the writer's frame of thinking. In order to facilitate the comprehension of the research, the writing of the thesis will be organized as follows:

**Chapter I** is introduction, consisting of the explanation of the background of the research, research problems, objectives of the research, significance of the research and outline of the thesis.

**Chapter II** is the review of related literature, which discusses about the Nature of TPACK, TEFL in Indonesia, Indonesian Cultures and Values, Curriculum

2013 English Subject, The Syllabus of English Subject and The Previous Research.

**Chapter III** is the Methods of the research. It describes the subject of the research, data collection, technique of data collection, and data analysis.

**Chapter IV** is the analysis and result of the study,

**Chapter V** is the conclusion of the research and the suggestions of the whole research. The bibliography and appendix are enclosed at the end of the thesis.

