

CHAPTER I

INTRODUCTION

This chapter presents 1) the background of the study, 2) focus and sub-focus of the study, 3) formulation of the problems, 4) objectives of the study, and 5) significance of the study. All the sections pointed out above are discussed in the order shown below:

1.1. Background of the Study

Writing is a form of verbal interaction with others. According to Graham and Alves (2021), writing is a necessary but difficult talent that students must learn to fully utilize their educational, vocational, and civic duties. Sharma and Rachna (2021), categorized those four skills into productive or active skills and receptive or passive skills, where the productive skills consist of speaking and writing, and the receptive skills are listening and reading. In the educational world, these four skills have the crucial position in English learning, because when learners want to learn a language, especially English, they should know and understand several important things from that language. In a similar vein, Sadiku (2015), stated that the benefits for the learners from these four language abilities in variety of important ways, including support, creative opportunities, places for communicating the real information, validation of their competency (learning's evidence), and the greatest benefit is confidence in learning English.

According to Alrajafi, G (2021), English is common use as a communication tool in many countries including in Indonesia. Nowadays, society assumes that learning English is not a hardship anymore because many places, schools, and courses are available to facilitate and help people to learn English. However, it makes communicative English exclusively use in daily life due to some factors such as overly focus on how foreign people speak, the pronunciation, grammar, and its structure of words as well. Furthermore, Alrajafi argued that the usage of English in Indonesia is regarded as a negative consequence of western culture which this viewpoint elevates English's standing as a foreign language. Based on Nuriska S (2021), because English is not the primary language in our country, we must learn and study it to communicate with the rest of the world. Everyone all around the world who wants to have relations with another world must learn English, even though it will need and take time, but by doing so in the process it will show the result well.

The teachers' role was crucial in this process, because the teachers have the responsibility to teach and understand each process of learning, specifically English. As mentioned by Murati (2015), the teacher is the instructor who designs the learning process, manages it, collaborates with him in his educational activity, and at times evaluates pupils' skills and knowledge. As claimed by UNESCO (2021), a teacher is one of the most influential and important agents for equity, access,

and quality in education as well as crucial to long-term global development. In this learning process, teachers should have the organizational framework and good strategies for successful teaching to reach a target in the learning process.

In a learning process, the teacher is expected to be able to apply learning methods that are suitable with the existing curriculum in the school. In the modern era, education develops very quickly and rapidly, ranging from learning systems, learning functions to elements in learning that are used as a support for an educational success, including the creation of a learning curriculum nowadays, and Indonesia has applied the curriculum named *Merdeka* curriculum. It contains the fundamental traits of being noble and pious, having global variety capacity, collaborative, creative, critical thinking, and independence. Referring to Supriyono (2022), learning in the *Merdeka* curriculum is finding meaning necessitates innovation and critical thinking which is typically associated with constructivism. This demonstrates the importance of holistic, comprehensive, and complicated educational procedures. Among these requirements are creativity, technological and life career skills which is certainly related to the component of TPACK.

As explained by Neneng Kadariah from *Pusat Kurikulum dan Pembelajaran, Badan Standar, Asesmen, dan Kurikulum Pendidikan (BSKAP) Kemendikbudristek*, in webinar implementation of *Merdeka*

curriculum in transforming non-formal education learning (2023), total of education units in Indonesia that have implemented the *Merdeka* curriculum according to data as of March 31, 2023, is 235.000 education units, it means that there are 59% of school that have implemented *Merdeka* curriculum out of a total of 399,376 schools in Indonesia, in 2023. From the data explained, it is related in TPACK because one of the learning objectives in *Merdeka* curriculum is utilization of information technology development in various aspects of teaching. Therefore, schools that apply the *Merdeka* curriculum, use TPACK in the teaching and learning process as well.

Furthermore, teachers should know to effectively incorporate technology into curriculum or teacher practices, it symbolizes the interdependence of teacher subject, pedagogical and technological knowledge. According to Suyamto et al (2020), TPACK is integration knowledge and skills that are comprehensive in terms of material and pedagogy integrated in developing the technology. TPACK enables the students to assess what knowledge is required to integrate technology into teaching and how they might acquire that information, this is surely appropriate with one of work program of Ministry of Research, Technology and Higher Education Indonesia on *Merdeka* curriculum, which is claimed by Mulyanto and Yoenanto (2022), digitalization of education with its main goal is utilizing the development of information technology in various aspects of teaching.

By implementing TPACK, the students are anticipated to think with their thinking skills (creative and critical thinking) to reach the teacher's aim in the teaching and learning process. This skill is students' thinking skills that help to get the information or learning material by copying, imitating, memorizing, remembering, and following the directions from others. For example, a summary of learning results from copying other friends' property and only learning based on the teachers' direction at school, learning by rote, etc. The skills of remembering the material obtained from the LOTS tends not to long last.

By the implementation of TPACK in training the students' ability, it can help students to prepare in the wider world locally and globally as well. TPACK is applied in the learning process on the material without exception, including the material about foreign languages, one of which is writing skills. Writing is a necessary but difficult talent that students must learn if they are to fully utilize their educational, vocational, and societal duties. There are numerous ways for teachers to learn how to teach writing. One method of attaining such information is to impart it to others. According to Graham (2018), as teachers implement various instructional processes, they make judgments regarding the worth and efficacy of these techniques. In essence, students learn by doing and then by observing and learning from others regarding how to demonstrate writing. In terms of writing skills, TPACK plays a vital role in improving access to resources and means for students to receive

feedback and enhance their written communication. Because adopting the TPACK framework to teach and learn has an indirect effect on students' critical thinking skills. Students' thinking skills increase when an appropriate and balanced combination of content, pedagogical, and technical factors is applied. The application of TPACK will help the students in their writing skills to be better.

From the theories mentioned in the previous paragraph, the researcher focused on doing the observation in one school that has applied the *Merdeka* curriculum in Palembang. The researcher has done the observation and short interview with the English teacher on April 4th, 2023. The short interview was coming from the interest feeling of researchers about how the strategy and *Merdeka* curriculum used in the school. It was because the *Merdeka* curriculum was still categorized as new, so that the teachers were also still unfamiliar with that curriculum. Based on the observation at school, it was known that there was an English teacher who applied TPACK in the process of teaching in the class, so that this became the main ground of this study at *SMK Negeri 3 Palembang*.

In addition, it was known that the use of TPACK by the teachers was still irregular. Therefore, in grade 10 contained a teacher who applied TPACK actively in the process of teaching English, one of which was in teaching writing. In line with the applicable curriculum, the

researcher has conducted the interview to get deeper into how an English teacher applied TPACK in teaching writing.

As the result, the researcher decided to start this case study research by raising the phenomenon of the application of TPACK to teach in writing. The researcher chose an English teacher as a respondent to know how to integrate TPACK, then find out how teacher implemented it, how the condition if its implementation, and also how the response of the students taught using TPACK, so that the result of the application of TPACK were shown.

According to Moss and Brookhart (2012), teachers should incorporate the performance goal alongside the learning goal and inform the learners directly about the work they will generate as evidence of what they have learned. The researcher focused on how the application of TPACK is used in the classroom, especially in writing, how TPACK were able to improve students in writing or not in the process of teaching and learning.

Based on some previous studies, the first is by Putriani (2023) within title "Analysis of Technological, Pedagogical, Content Knowledge (TPACK) of Elementary School Teacher Education Students in Developing *Merdeka* Curriculum Lesson Plans", the second is "Analysis the Ability of Technological, Pedagogical, Content Knowledge (TPACK) In Online Learning for Prospective Chemistry Teacher" by Khoerunisa (2022), and the third is by Rahma (2021) in

the title “Investigating The Use of Technological, Pedagogical and Content Knowledge (TPACK) by The English Teacher Candidate in The Classroom”. In relation to this study, TPACK is a crucial factor in the teaching and learning process. Those earlier research are also relevant to some of the points raised in this study, because the researcher conducted a study titled "The application of TPACK to improve students' HOTS in writing: A Case Study at *SMK Negeri 3 Palembang*" to determine whether the school has used TPACK in the teaching and learning process. While previous studies had not examined the use of TPACK to increase students' thinking skills, this study examined how teachers use TPACK to increase students in writing.

1.2. Focus and Sub Focus of the Study

Based on the context and description of the background, the researcher focused on the use of Technological, Pedagogical, Content Knowledge (TPACK) in teaching to develop writing skill.

Sub focuses of this study were:

- a. The integration of Technology, Pedagogy, and Content Knowledge
- b. The implementation of TPACK in teaching process
- c. The result of using TPACK in writing skill.

1.3. Formulation of the Problem

Related to the background, focus and sub focus above, the researcher developed the research problem, as seen below:

1. How did an English teacher integrate TPACK in teaching writing?
2. How did the implementation of TPACK integration develop tenth grade students in writing?
3. How was the result of implementation of TPACK integration in teaching writing?

1.4. Objectives of the Study

In order to carry out this study, the researcher had a goal in mind. The objectives of this study as followed:

1. To know and describe how an English teacher integrate TPACK in teaching writing.
2. To know and describe how the implementation of TPACK integration develop tenth grade students in writing.
3. To know and describe how the result of the implementation of TPACK integration in teaching writing

1.5. Significance of the Study

The researcher expected having some significance not only for the researcher herself, but also for the related parties. For the other researchers, the significance of this study was expected as the insight

to improve the knowledge especially about English teacher's strategies in the classroom, for the English teachers also be able to understand the strategies in applying TPACK for students in writing and the importance of strategies applied in teaching and learning process.