INVESTIGATING THE USE OF TECHNOLOGICAL PEDAGOGICAL AND CONTENT KNOWLEDGE (TPACK) BY THE ENGLISH TEACHER CANDIDATE IN THE CLASSROOM

THESIS

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LANGUAGE AND ARTS EDUCATION DEPARTMENT
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JEMBER UNIVERSITY
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THESIS

Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at
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BY:

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Bapak Asma'i and Ibu Saima who always be my source of joy and my savior.

2. My beloved sister, Wasi'atul Ilmi who always supports me to finish my thesis.

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MOTTO

A teacher is a compass that activates the magnet of curiosity, knowledge, and wisdom in the pupils.

- *Ever Garrison*

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STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of this thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or part, to quality for any other academic award; ethics procedure and guidelines of thesis writing from the university and the faculty has been followed.

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THESIS

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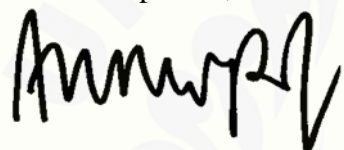
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Jember,

The Writer

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SUMMARY

Investigating the Use of Technological Pedagogical and Content Knowledge (TPACK) by the English Teacher Candidate in the Classroom; Vivin Andika Rahma; 160210401086; English Language Study Program, Language and Arts Education Program, The Faculty of Teacher Trainee and Education, University of Jember.

In 2006, Mishra and koehler introduced the conceptual framework namely Technological Pedagogical and Content Knowledge (TPACK) framework. In light of TPACK framework, the teacher's knowledge of pedagogy (PK) and content (CK) are better rather than technological knowledge (TK) (Archambault and Crippen, 2009). They measured 596 K-12 online teachers and found that they were superb in applying only two domains of TPACK namely PK and CK in the classroom. Meanwhile, during the teaching and learning process the teacher should balance the knowledge of technology, pedagogy and content. In this research, the researcher investigated the teacher's implementation of using TPACK. The objectives of this research were to describe how the process of teaching and learning process by using TPACK as well as the extent EFL teacher candidate implements TPACK in teaching and learning process.

The researcher used qualitative case study design that attempted to investigate the implementation of TPACK by the English teacher candidate (henceforth, ETC) in the classroom. To get the data of this research, the researcher used classroom observation, document analysis and interview. In addition, this research followed some steps to get the data. First, the researcher analysed by using the document analysis (lesson plan) was given by the ETC. Second, the researcher observed the teacher's performances in the classroom. The observations were done four times by providing the checklist and also taking-note the teaching and learning process in the classroom. Third, the researcher conducted an interview with the ETC after gathering the data from the first and the second step. In this research, the researcher applied thematic analysis by Braun and Clarke (2006) in analysing the data. They are familiarization with the data, coding, searching for themes, reviewing themes, defining and naming themes and producing report.

The result of this research was divided into three categories. First, the ETC's implementation of Technological Content Knowledge (TCK). The findings showed that the ETC did not meet technological content knowledge (TCK) in the teaching practice at the time when the ETC started doing the teaching and learning process in the classroom. The result continued until the last meeting. Furthermore, the ETC provided two lesson plans for four meetings. For the first lesson plan, the result showed that the ETC wrote computer, laptop, and LCD as a tool to teach the students and CD as a media to teach the students. For the second lesson plan, the result showed that the ETC wrote whiteboard as a tool to teach the students. Second, the ETC's implementation of Pedagogical Content Knowledge (PCK). The findings showed that the ETC missed one statement out of five statement in the first and the third meeting. Meanwhile, the ETC missed two statements out of five statement in the second and the fourth meetings. Furthermore, the findings from the document analysis (lesson plan) showed that the ETC did not include any kind of games in the teaching activity. In addition, the ETC wrote that there were a group discussion during the learning activity. Third, the ETC's implementation of Content Knowledge (CK). The findings showed that the ETC only meet four statements from five statement. Furthermore, the findings from document analysis (lesson plan) showed that the ETC did not include any kind of information about the language that would be used throughout the teaching activity. Whether used Indonesian language, English Language or mixed between Indonesian and English Language.

To conclude, there were no positive responses from the ETC in integrating Technological Pedagogical and Content Knowledge (TPACK) during the teaching and learning process especially in Technological Content Knowledge (TCK). The ETC did not use computer based-learning throughout the teaching activity. Meanwhile, the ETC used the suitable strategy to facilitate the students' learning to specific content/skill. It can be seen from the frequency of use TPACK by the ETC and learning atmosphere in the classroom and the students' response to the ETC.

The result of this research is expected to be able to give meaningful contribution especially for the English teacher candidate and the other researcher.

The English teacher should be more creative in delivering the material to the students even though she did not use any kind of computer-based learning to make the teaching and learning process more interesting and the students will be more exited to learn. Moreover, for other researchers who wants to conduct the same research, they have to choose the veritable place which can support the needs of the research. The future researcher should make sure that the target school have the technology like computer, LCD and projector. The target school also provide a good internet connection to support the use of technology itself.
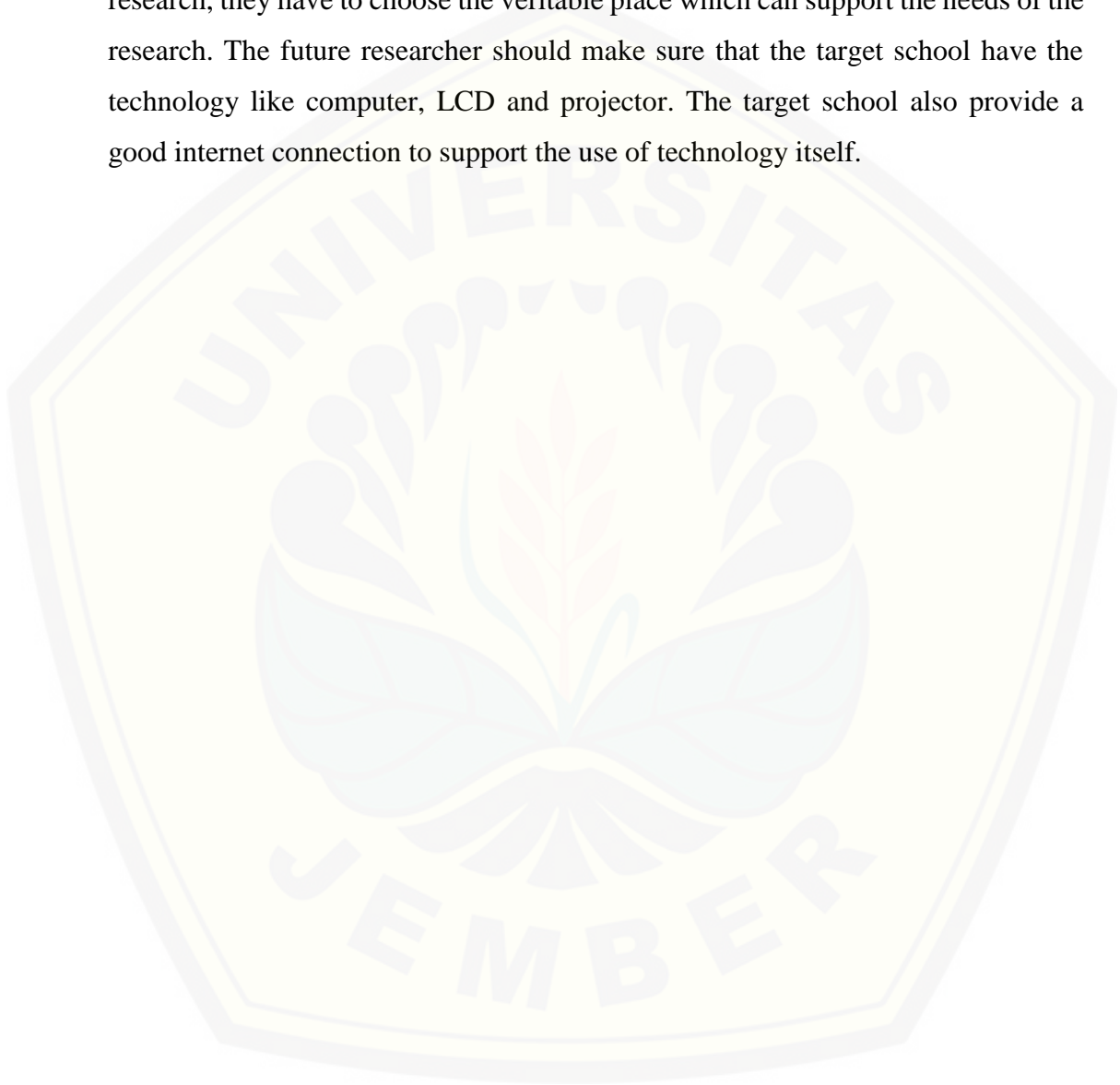
CHAPTER I

INTRODUCTION

In this chapter, some aspects related to the current research is presented. These include research background, issue of the research, focus of the research, research question, research objective and the research contributions.

1.1 Research Background

In this era, mastering two domains of teaching (pedagogical and content knowledge) is not enough. The teacher should add the technology inside to attract the student attention in teaching learning process (Mahdum, 2015). Technology has a big deal in addressing the effectiveness of teaching learning process. According to Roblyer (2006), technology is a life of education and effort to improve teaching learning process. Moreover, Hewitt (2008) claims that today the teaching learning process is better equipped than a decade ago. Technology can give a good impact in educational life. Both the teacher and the students will get convenience by using technology. It is easier for the teacher to impart the knowledge while the students' interactivity in learning will increase.

Pedagogical Knowledge, (henceforth, PK.) emphasizes the use of an appropriate approach and method or strategy of language learning and teaching. As stated by Koehler and Mishra (2009), the pattern of PK is the teachers' knowledge about the students' learning styles, general classroom management skill, lesson planning, and student assessment. Furthermore, Content Knowledge, (henceforth, CK.) emphasizes the communicative competence of the teacher. As noted by Koehler and Mishra (2009), the knowledge of content is describing about the understanding of the teachers' knowledge with the materials they teach. Teachers have responsibility to give the sufficient knowledge about any subject matter to the students for teaching. In this case, the teachers should have a deeper understanding of any subject matter they teach.

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In some cases, the teachers' knowledge about PK and CK is better than Technological Knowledge, (henceforth, TK.) It means the teachers are not aware of integrating technology during the teaching learning process. Most of teachers only focus on how to develop the two domains. Archambault and Crippen (2009) measured 596 K-12 online teachers and found that they were superb in applying only two domains of TPACK namely PK and CK in the classroom. It can be interpreted that they were not aware of incorporating technology in teaching learning process in the classroom.

The teachers should balance the knowledge of technology, the knowledge of pedagogy, the knowledge of content and they are all together in one unity of what is known as Technological Pedagogical Content Knowledge (TPACK or TPCK). This concept was proposed by Mishra and Koehler (2006) based on the conceptual framework developed by Shulman in 1986. Initially, Shulman introduced PK & CK. In the advance of technology in education, Mishra & Koehler added TK into the framework, so it became TPCK. Further, four sub-domains of knowledge are added to the framework namely Technological Pedagogical Knowledge (TPK), Technological Content Knowledge (TCK), Pedagogical Content Knowledge (PCK) and Technological Pedagogical Content Knowledge (TPACK).

The study about investigating TPACK throughout the teaching learning process was conducted by Mahdum (2015) to describe how the English teacher integrated TPACK during their teaching learning process. The research used questionnaire to collect the data. The result showed that the mean score of English teachers' TPACK was 3.84 which means their TPACK was in a "good" category. Another study was conducted by Tseng (2014) to describe the students' perception about their teachers' TPACK. The result showed that the students thought their teacher was in a "good" category in applying content and pedagogical knowledge. Furthermore, the teachers should increase their knowledge in incorporating those three domains of TPACK. Wu & Wang (2015) conducted the study in Taiwan by using questionnaire, interview and classroom observation as the instrument to assess TPACK. The result showed that applying TK throughout the teaching activity is weakest compare to the application of PK and CK. Cahyono et, al. (2016)

conducted the study of teacher education program for a master degree at Universitas Negeri Malang. The study focused on the introduction of TPACK framework for in-service teachers. The result showed that the teacher had a significant improvement in making instructional design and also teaching practice after the TPACK framework was introduced.

There are five different instruments commonly used in previous studies to assess TPACK. They are questionnaire, students' perception, interview, and classroom observation. The present study was devoted to investigate the teachers' performances through classroom observation, document analysis and interview. Additionally, most previous studies were conducted within in-service teachers' context, while the present study will be conducted in pre-service teachers' context.

1.2   Research Question

Based on the research background, this current research is intended to seek answer to the following questions.

a.   How is the process of teaching and learning process by using TPACK in the classroom?

b.   What is the frequency of use of TPACK by the ETC in teaching and learning activities?

1.3   Research Objective

In line with the research questions, this current research is carried out with the following objectives.

a.   To describe how the process of teaching and learning process by using TPACK in the classroom.

b.   To describe the frequency of use of TPACK by the ETC in teaching and learning process.

1.4   Research Contributions

The research result is expected to give theoretical, empirical, and practical contribution to the literature and body of knowledge especially in the field of

TPACK and EFL instruction.

a.   Theoretical contribution

Theoretically, the result of the research will add information and enrich the literature in the area of using technological pedagogical and content knowledge (TPACK) in the classroom, especially by teacher candidate.

b.   Empirical contribution

Empirically, the result of the research can give a contribution to future researchers to do further research on any issues which are still uncovered by the research on the use of technological pedagogical and content knowledge (TPACK) during the teaching and learning process.

c.   Practical contribution

Practically, the result of this research will inform the teacher education institution (TEI) about the use of TPACK by the teacher candidate that could be used as an input for course implementation such as micro teaching and instructional design.

CHAPTER II

LITERATURE REVIEW

Some issues related to the TPACK framework used in teaching learning process are presented in this section. This section discusses the nature of TPACK, TPACK in the EFL context, and some previous studies about TPACK.

2.1   The Nature of TPACK

In 1970s, teachers believed that pedagogical knowledge was not important in supporting the effectiveness of teaching learning process. Meanwhile, in 1980s the knowledge of content did not exist (Shulman, 1986). Based on the sharp distinction between PK & CK above, the theory of PCK was proposed by Shulman in 1986 which was known as Pedagogical Content Knowledge (PCK). The idea is that the effectiveness of learning subject does not only focus on the content itself but also the suitable strategy and method that are used by the teacher.

In this era, the theory of PCK is not underpinning to use. It can be seen from the development of technology that changes rapidly. Existing technology during the teaching learning process is able to attract the students' attention and make the teaching learning process becomes more interesting. As mentioned by Roblyer (2006), after delivering media to the students like slide or films, the students feel more comfortable and the teaching learning process becomes more effective than using lectures or books only. Consequently, Mishra and Koehler (2006) add one more domain to the PCK framework namely technological knowledge (TK). Furthermore, Mishra and Koehler (2006) introduced the new conceptual framework namely "Technological Pedagogical and Content Knowledge" (TPACK) framework.

According to Mishra and Koehler (2006), TPACK consists of three domains of knowledge: Technology (TK), Pedagogy (PK) and Content (CK). In addition, there are four sub-domains of knowledge: Technological Content Knowledge (TCK), Pedagogical Content Knowledge (PCK), Technological Pedagogical

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Knowledge (TPK), and Technological Pedagogical Content Knowledge (TPACK).

1. Technological Knowledge (TK) refers to teacher's understanding of how to use technology during the teaching learning process.

2. Pedagogical Knowledge (PK) refers to teacher's understanding of using an appropriate strategy or method during teaching learning process.

3. Content Knowledge (CK) refers to teacher's understanding of any subject matter during the teaching learning process.

4. Technological Content Knowledge (TCK) refers to the knowledge of incorporating technology in understanding content in subject area. How the existing of technology during the teaching learning process can modify the subject matter in upgrading the level of understanding (Bostancıoğlu & Handley, 2018).

5. Pedagogical Content Knowledge (PCK) refers to "an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction" (Shulman, 1986, p.8).

6. Technological Pedagogical Knowledge (TPK) refers to the knowledge of involving technology to create an appropriate method. The technology used should seek appropriately because some technologies are not designed for educational purposes, they are usually designed for business environment, entertainment, communication, and social networking (Koehler & Mishra, 2009).

7. Technological Pedagogical Content knowledge (TPCK) refers to the knowledge of integrating technology, pedagogy and content.

The framework of TPACK proposed by Mishra and Kohler can be seen in the following figure.
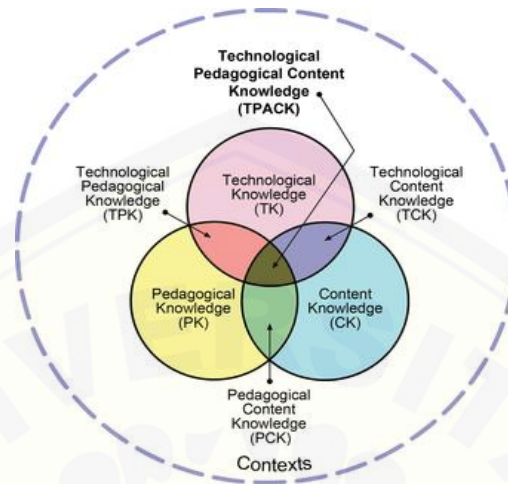
Figure 1TPACK Framework

2.2   TPACK in EFL Context

Studies on TPACK for English as a foreign language (EFL) context is rarely undertaken. Most of studies were done to investigate TPACK on science and math education (Akman & Guven, 2015; Akyuz 2018; Lin, T- C. et al., 2012; Niess, 2013) Science and math education become the most subject matter that had been investigated because these subjects provide abstract knowledge and information. Moreover, the teachers have to incorporate Information and Communication Technology (ICT) throughout the teaching activity (Cahyono et al., 2016).

The studies of TPACK in EFL context are as crucial as in science and math. It happens because learning English also requires heavy effort to understand each subject matter especially when English becomes a foreign language. English lesson also gives the same challenge as in science and math (Cahyono et al., 2016). Therefore, the knowledge about technology, the knowledge about pedagogy, and the knowledge about content are important throughout the teaching activity to support the successful teaching learning process.

In teaching EFL learners, the teachers should have knowledge about using technology to support the teaching learning process. As mentioned by Solano et al., (2017), using educational technology (e.g YouTube videos, Padlet, podcasts and Prezi) can increase the students' language skill (listening, speaking, reading, writing) in learning English. Using technology throughout the teaching activity is able to motivate students to study any subject matters given by the teachers. In this regard, the knowledge of technology is important to be known by the teachers.

In addition to the knowledge of technology, teachers also have to have good knowledge on content. As part of teachers' knowledge on content Rofiq (2014), explored some problems faced by in-service teachers participating in Professional Teacher Education and Training (PLPG) program in Jember University. Many teachers still had problem in pronouncing some words that are often used during the teaching learning process. For example, some teachers pronounced the word "paper" as /'piːpə(r)/ or /'pepə(r)/ rather than /'peɪpə(r)/. As we know, the teacher is a role model for the students in the classroom. When the teacher makes some unnecessary pronunciation errors, the students will repeat it and they will continue to pronounce the words in incorrect way. Consequently, it proves that mastering content knowledge in teaching English as foreign language subject is essential. Content knowledge of English includes grammar, pronunciation, vocabulary, reading comprehension, listening comprehension, and etc. A study done by Rofiq (2014) also found that many teachers still had problem in mastering the content knowledge during the teaching learning process.

Furthermore, PK is of no less important. Learning foreign language should be accompanied with an appropriate method or strategy. The students will easily get bored when the teaching learning process is not interesting. As mentioned by Nicu (2017), the knowledge of pedagogy is about how the teacher transfers any subject matter to the students. In some cases, there are discrepancies between what a teacher knows and what he does in the classroom. The teacher understands about the material but the teacher uses incorrect way to deliver it. Consequently, a suitable method or strategy can help students to enjoy the learning and they will easily understand the material.

2.3   Previous study

There were some previous studies that investigated the use of TPACK during teaching learning process. One of the previous studies was conducted by Mahdum (2015) which used questionnaire adapted from Schmidt et al. (2009) and Sahin (2011) as the self-assessment instrument. The instrument consists of 45 items in measuring the English teachers' use of TPACK. It deals with 7 domains namely TK, PK, CK, TPK, TCK, PCK and TPACK. The result of the research showed that CK and PK have the highest score with "very good" category. On the other hand, other domains of TPACK were at "good category" level. Tseng (2014) conducted research of students' perception of their teachers' TPACK. The participants were 257 EFL students of junior high school in Northern Taiwan. The result of the research showed that the students thought the teacher was good in applying pedagogy and content knowledge during the teaching learning process rather than integrating TPACK. The students' perception might help teacher to enhance their performances by incorporating technology, pedagogy and content knowledge throughout their teaching.

Another previous study was conducted by Wu & Wang (2015). The study explored the use of TPACK on the elementary school in Taiwan, and preparing the professional teacher and also students for future professional development (PD). A quantitative questionnaire was used to assess the EFL teachers' performance on the seven TPACK construct components. The Revised Bloom's Taxonomy and the pedagogic framework for computer-assisted language learning (CALL) were used to analyze the qualitative data collected from the interviews and class observations. The result showed that technology knowledge (TK) of the teacher is weakest among other domains of TPACK which are pedagogical (PK) knowledge and content knowledge (CK) and the teacher focus on motivating students rather than for creating opportunities for the students to use it meaningfully and authentically.

Cahyono et al. (2016) conducted research on TPACK in EFL context. It explored 20 in-service teachers, 7 teachers teach in a big city and 13 teachers teach in a small town. The study provided the teaching practice course. The participants were given opportunities to teach their colleagues about the subject matter that they

taught in school. The teaching practice course consisted of 2 stages: 1) the teacher made instructional design consisting of goals, language function (use), language focus (usage), level, time, preparation, and step. 2) The in-service teachers performed their teaching practice based on the instructional design that had been made. In addition, before performing their teaching practice, the lecturer (Cahyono) introduced and demonstrated how to teach the students based on the TPACK framework. The result showed that, for the first stage there are only 2 teachers who integrated TPACK framework out of 20 teachers who developed the instructional design during the teaching practice in the first and second meeting. For the second stage, there are only 9 teachers who integrated TPACK throughout the teaching activity in the first meeting. Meanwhile, in the second meeting there are 15 teachers who integrated TPACK throughout the teaching activity. To sum up, after knowing the concept of TPACK the teacher showed their improvement in making instructional design and performing the teaching practice successfully.

In this study, the researcher only used three domains of TPACK namely TCK, PCK, and CK. The reason is to focus on the particular content in this matter is English. Although numerous studies have been done to examine the use of TPACK during the teaching learning process, most of studies were based on questionnaire either as a self-assessment, and students' perception questionnaire. There is a few studies which directly evaluate teachers' use of TPACK through classroom observation. Moreover, the participants of those studies were in-service teachers. The current study will investigate the use of EFL teachers' use of TPACK by using classroom observation (teacher performance), interview, document analysis and pre-service teacher or teacher candidate will be chosen as the participant purposefully.

CHAPTER III

RESEARCH METHODOLOGY

This chapter covers six parts: the research design, the research context, the research participant, the research procedure, the data collection method and the data analysis method.

3.1   Research Design

This study aimed to explore the use of TPACK (technological pedagogical and content knowledge) by the teacher candidate throughout the teaching activity in the classroom. The researcher used qualitative case-study method as a research design. The case-study design is applied for several reasons (Creswell, 2012; Ary et al., 2009). a) Case-studies were particularistic (it can be focused on one single phenomenon, an individual, a group, a site, a class, a policy, a program, a process, an institution, or a community) to know the deep understanding on the subject that was being studied. In this case, the pre-service teacher was selected to perform their teaching practice in applying TPACK in the classroom. b) Case-studies consisted of specific boundaries or preferred "bounded system". In this case, this study was bounded by the unit of the participant (pre-service teacher) and it was conducted during the educational civil services and teaching practicum (KK-PLP) program. c) Case-studies can answer the descriptive questions (what happened) or seeking the deep information why something happened by looking at the process. In this case, the researcher explored pre-service teacher to know to what extent the pre-service teacher applies TPACK during KK-PLP program.

3.2   Research Context

The study was conducted at MTSN 5 Jember, East Java. It is located on Jl. Letnan Suprayitno No. 24, Bendelan, Arjasa, Jember. This study took a place when the participant (teacher candidate/pre-service teacher) did the educational civil services and teaching practicum (KK-PLP) program. The reason of choosing MTSN 5 Jember as the place of the research was that this was the only school that

accommodated ETC in the second period of KK-PLP. The researcher collected the data from observing the teacher candidate while she was teaching in the classroom during KK-PLP program. The researcher had an opportunity to observe the teacher candidate for 6 weeks and the first week was usually used for school observation. Although the researcher had 5 weeks to observe the teacher candidate, the researcher only observed 2 weeks (4 meetings) because the data collected are already saturated. Additionally, the researcher conducted interview and document analysis in order to get better and deeper understanding of the teacher candidate's use of TPACK.

3.3 Research Participant

This study investigated the use of TPACK framework by the English teacher candidate who was doing educational civil services and teaching practicum (KK-PLP) program in the second period of the academic year 2018/2019. The participant was one of the students at Jember University who was doing KK-PLP program. She selected based on the following criteria: (a) The pre-service teacher (teacher candidate) who did not have any experience in teaching the students in the real classroom; (b) The pre-service teacher was willing and able to be investigated during KK-PLP program.

3.4 Research Procedure

This study followed some steps. First, the researcher read and analyzed the lesson plan from the teacher candidate who was the participant of this research. The purpose was to study and to examine when the three domains TCK, PCK and CK emerged during the teaching and learning in the classroom based on the lesson plan. Second, the researcher observed the teacher's performances by sitting in the classroom and evaluated the teacher's TPACK use associated with the three domains. The purpose was to know how far the teacher candidate applied TPACK throughout the teaching learning process. Third, after gathering the data from the observation of her performances and lesson plan. The researcher interviewed the pre-service teacher. The purpose was to clarify and better understand some data that

was not be obtained and explained during classroom observation and document analysis.

3.5   Data Collection Method

There are four types of qualitative data collection method namely observation, interview and questionnaire, documents and audiovisual materials (Creswell, 2012). In this case, the researcher used observation, document analysis and interview as a tool to collect the data. The three methods complemented one another. One checklist statement may be revealed either through document analysis or observations, or both. For instance, "The teacher used digitalized teaching materials which enable the students learn vocabulary better". It could be observed through classroom teaching and through the document (lesson plan) or interview. In addition, the researcher observed the teachers' performances in applying the TPACK framework throughout the teaching activity. According to Mishra and Koehler (2006), performances assessment (PA) was used to examine the teachers' TPACK framework by seeing the teaching learning process directly in the classroom to represent the authentic teaching tasks. Therefore, the researcher came to the classroom to see the pre-service teacher performances directly and investigated the use of TPACK based on the checklists in the Table 1, 2, 3.

Based on the given consideration of identifying the suitable instruments, the researcher used checklist adopted from Baser et al. (2015). Each of instrument had been used and evaluated in term of validity and reliability. In addition there are 50 item for validation in round two. They are 10 TK items, 7 PK items, 7 CK items, 6 PCK items, 5 TCK items, 5 TPK items and 10 TPACK items. The 50 items on the survey were analyzed through exploratory factor analysis (EFA) with maximum likelihood estimation (MLE) and oblique rotation. The result was the likelihood of correlations among factor was strong and warranted an analysis that considered the relationships among the factors. However, the result of the reliability coefficient for the TPACK factors ranged from 81 to 92. These scores indicate a high level of reliability associated with the items in each construct.

After identifying the checklist, the researcher divided the checklist into three

categories. First, the statements used during the classroom observation. Second, the statements used to analyze the document (lesson plans). Third, the statements used during the interview. It happened because there were some statements that cannot be only interpreted by using classroom observation. Therefore, the researcher also used document analysis and interview to obtain the data.

As reported by Schmidt et al. (2009), the five-level likert scale was used to answer each question by participant. They were: 1) Strongly agree 2) Agree 3) Neither agree nor disagree 4) Strongly Disagree 5) Disagree. The standard of likert scales are ranging from *agree to disagree,* however, the scale options should be adjusted with the suitable option that are related to the target (Dornyei, 2003).The present study used four scales to examine the use of TPACK by pre-service teacher (teacher candidate) in the classroom. Those scale are ranging from:

1. Always   (all the time)
2. Often   (much of the time)
3. Sometimes   (some of the time)
4. Never   (not any time)

Responses on likert scale range from always (100%), often (>50% - <100%), sometimes ($\leq$ 50% - > 0%) and never (0%) (Krohn, 1986). For instance, the researcher has opportunity to observe the teacher candidate in 6 meetings. It can be categorized as *always* when the teacher candidate applies each checklist in the 6 meetings. It can be categorized as *often* when the teacher candidate applies each statement in the 5-4 meetings. It can be categorized as *sometimes* when the teacher candidate applies each statement in the 3-1 meetings. It can be categorized as *never* when the teacher candidate does not apply any statement throughout the teaching activity. Besides, the checklist that marks from *always to never* was categorized after the observation section is finished. Meanwhile, during the observation the researcher will use *yes or no* option for the Likert scale. After collecting all the data, the researcher calculated the result and categorized into *always, often, sometimes and never.*

Table 1 Checklist for TCK (technological content knowledge)

No.	Statement	Always	Often	Sometimes	Never
1.	The teacher can take advantage of multimedia (e.g video, slideshow, etc.) to express the idea about various topics in English.				
2.	The teacher can benefit from using technology (e.g. web conferencing and discussion forums) to contribute at a distance to multilingual communities.				
3.	The teacher can use collaboration tools to work collaboratively with foreign persons (e.g. Second Life, wiki, etc.).				
4.	The teacher uses digitalized teaching materials with which make the students can learn vocabulary better.				
5.	The teacher uses digitalized teaching materials with which make the students can learn grammar better.				
6.	The teacher uses digitalized teaching materials with which make the students can read better.				
7.	The teacher uses digitalized teaching materials with which make the students can speak better.				

Table 2 Checklist for PCK (pedagogical content knowledge)

No.	Statement	Always	Often	Sometimes	Never
1.	The teacher conducts quizzes in which the students can practice English more.				
2.	The teacher conducts games in which the students can practice English more.				
3.	The teacher conducts group activities in which the students can use English more.				
4.	The teacher conducts discussion activities in which the students can use English more.				
5.	The teacher can manage a classroom learning environment				

Table 3 Checklist for CK (content knowledge)

No.	Statement	Always	Often	Sometimes	Never
1.	The teacher has sufficient				

	knowledge of English grammar.	
2.	The teacher has good pronunciation.	
3.	The teacher teaches class naturally in English.	
4.	The teacher answers students' questions about English.	
5.	The teacher can understand texts written in English.	

In order to gain the reliability of the data collection, the researcher applied inter-rater reliability. The researcher's colleague who was also a teacher candidate involved in the data collection. Before conducting the research, the researcher and the rater studied the checklist together to get similar understanding of each item in the checklist. Purposefully, both the raters got the same result during the data collection.

3.6   Data Analysis Method

In order to answer the research questions, "How is the process of teaching and learning process by using TPACK in the classroom?" and "What is the frequency of use of TPACK by the ETC in the teaching and learning activities?", the researcher used thematic analysis to analyze the data. As reported by Braun and Clarke (2006), there are six phases of analyzing the data of thematic analysis. The six phases include familiarization with the data, coding, searching for themes, reviewing themes, defining and naming themes and producing the report (writing up).

In the first phase (*familiarization with the data*), after gathering the data from classroom observation, document analysis, and also interview, the researcher familiarized with the data by doing "repeated reading". Reading and re-reading was very important to make the researcher familiar with all the aspects of the data before going to the next phase. In the *coding* phase, the researcher codes the data manually by taking notes on the text that will be analyzed. In the *searching for themes* phase, after collecting and coding the data the researcher started to search for themes. This phase analyzed at the broader level of themes. The next phase (*reviewing themes*) involved two levels of reviewing and refining the themes that was already made by

the researcher in the previous phase. In the *defining and naming themes* phase, the researcher defined and refined the themes. In the last phase (*producing the report*), the researcher got the final analysis and wrote-up the report.

The checklist that related to some categories of TPACK such as technological content knowledge (TCK), pedagogical content knowledge (PCK), and content knowledge (CK) was used as a guide during gathering the data throughout the classroom observation. Additionally, the document analysis and interview were used during analyzing the data to answer the research question.
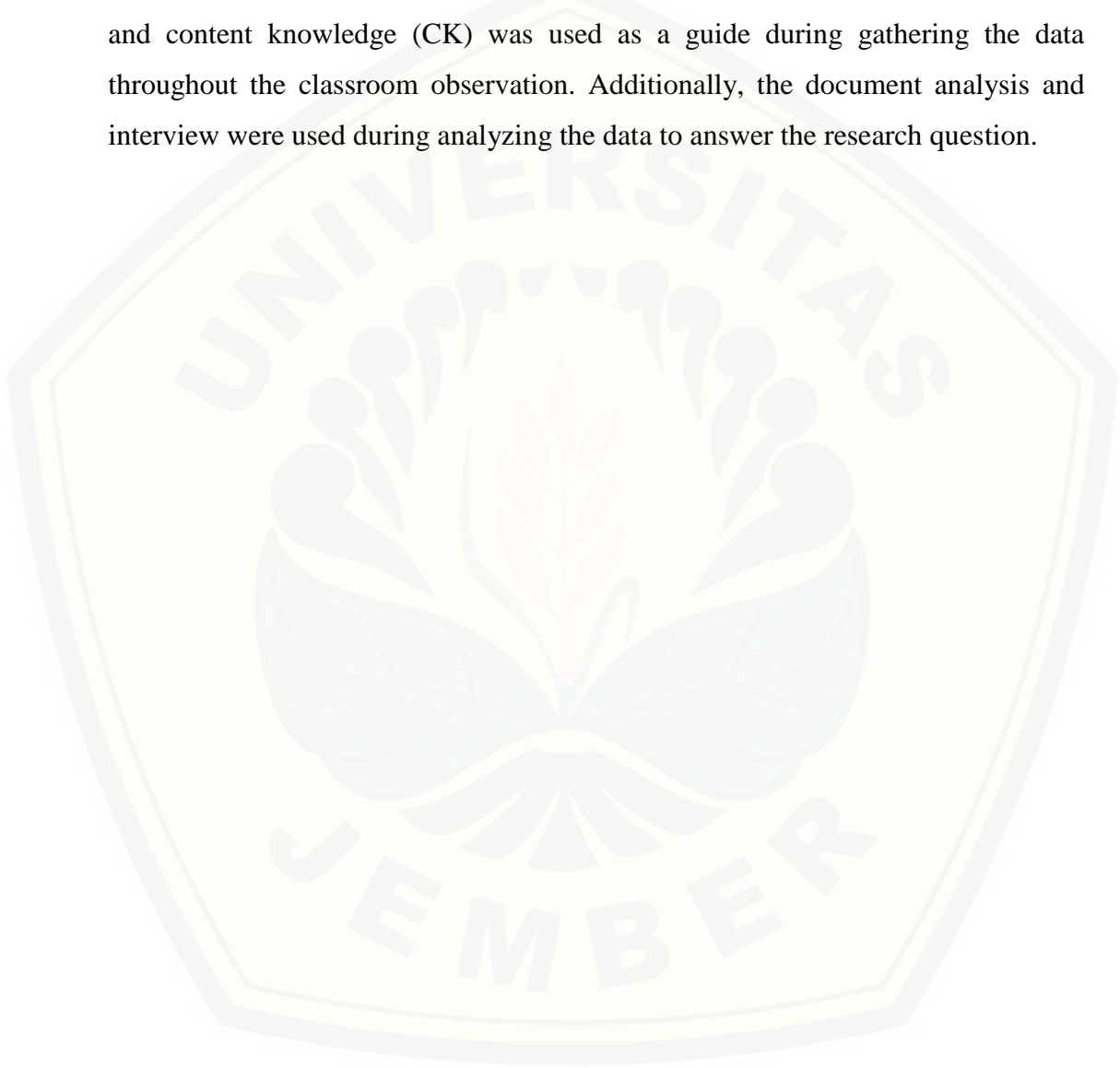
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter covers two main points. First, it draws the conclusions of the research which was posed from the research problems. Second, it provides the suggestions for the English teachers and other researchers who want to conduct research dealing with technological, pedagogical and content knowledge.

5.1   Conclusion

This study has revealed the use of technological, pedagogical and content knowledge by the English teacher candidate (ETC) during the teaching and learning process. The analysis of the use of TPACK was made for four meeting. The results revealed different findings from those three domains. For the first domain (TCK), there were no positive responses from the ETC in relation to the observation checklist. She missed all the statements in the researcher's checklist. For the second domain (PCK), the ETC did not meet one statement in the first and the third meeting. Meanwhile, in the second and the fourth meeting the ETC missed two statements. For the third domain (CK), the ETC missed one statement only in all the four meetings.

5.2   Suggestion

After conducting the research, the researcher would like to give suggestion towards her experiences in doing this research. The suggestions are proposed for the English teacher and the following researcher who will do the same research.

The first suggestion is for the English teacher. The English teacher should be more creative in delivering the material to the students even though she did not use any kind of computer-based learning to make the teaching and learning process more interesting and the students will be more exited to learn. Furthermore, the English teacher should manage the use of English language during the teaching activity. She can use game to motivate the students to speak English in the classroom.

The second suggestion is for the future researcher. For other researchers who wants to conduct the same research, they have to choose the veritable place which can support the needs of the research. The future researcher should make sure that the target school have the technology like computer, LCD and projector. The target school also provide a good internet connection to support the use of technology itself. Furthermore, the researcher will know how well the English teacher operates the technology in the real classroom. Other researcher also can select the appropriate participant. For example, while interviewing the English teacher the researcher can ask about the language that usually used by the English teacher to communicate with the students and also the language that the students use during the teaching and learning process. In addition, other researcher can also analyze all the seven domains of TPACK namely technological knowledge (TK), pedagogical knowledge (PK), content knowledge (CK), technological content knowledge (TCK), pedagogical content knowledge (PCK), technological pedagogical knowledge (TPK) and technological pedagogical content knowledge (TPACK).

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APPENDIX

A. 1 APPENDIX A

TITLE	RESEARCH PROBLEM	VARIABLE	INDICATORS	RESEARCH METHOD

Investigating the Use of Technological Pedagogical Content Knowledge (TPACK) by the English Teacher Candidate in The Classroom	1) To what extend does EFL teacher candidate implement TPACK in teaching and learning activities?
	
	2) How is the process of teaching and learning process by using TPACK in the classroom?
		The English Teacher Candidate's Technological, Pedagogical, Content Knowledge (TPACK) in The Classroom	1. The knowledge on technological content (TCK)
			2. The knowledge on pedagogical content (PCK)
			3. The knowledge on content (CK)
				1. Research Design:
				A Case Study
				2. Area determination method: Purposive
				3. Participant determination method:
				Purposive
				Participant:
				The English Teacher candidate
				4. Data collection method
				  a. Classroom observation
				  b. Document analysis
				  c. Interview
				5. Data analysis method: Thematic analysis by Braun and Clarke (2006)

The Transcript of the Observation

No	Mt	Thm	CK	PCK	TCK
1	First	Narrative	Reading Grammar Pronunciation	The ETC conduct the quizzes Group discussion Discussion activities	No TCK was used
2	Second	Narrative	Reading Grammar Pronunciation	The ETC conduct the quizzes Discussion activities	No TCK was used
3	Third	Notice	Speaking	The ETC conduct the quizzes Group discussion Discussion activities	No TCK was used
4	Fourth	Notice	Speaking	The ETC conduct the quizzes Discussion activities	No TCK was used

Notes:
   a. Mt: Meeting
   b. Thm: Themes
   c. CK: Content Knowledge
   d. PCK: Pedagogical Content Knowledge
   e. TCK: Technological Content Knowledge
   f. ETC: English Teacher Candidate
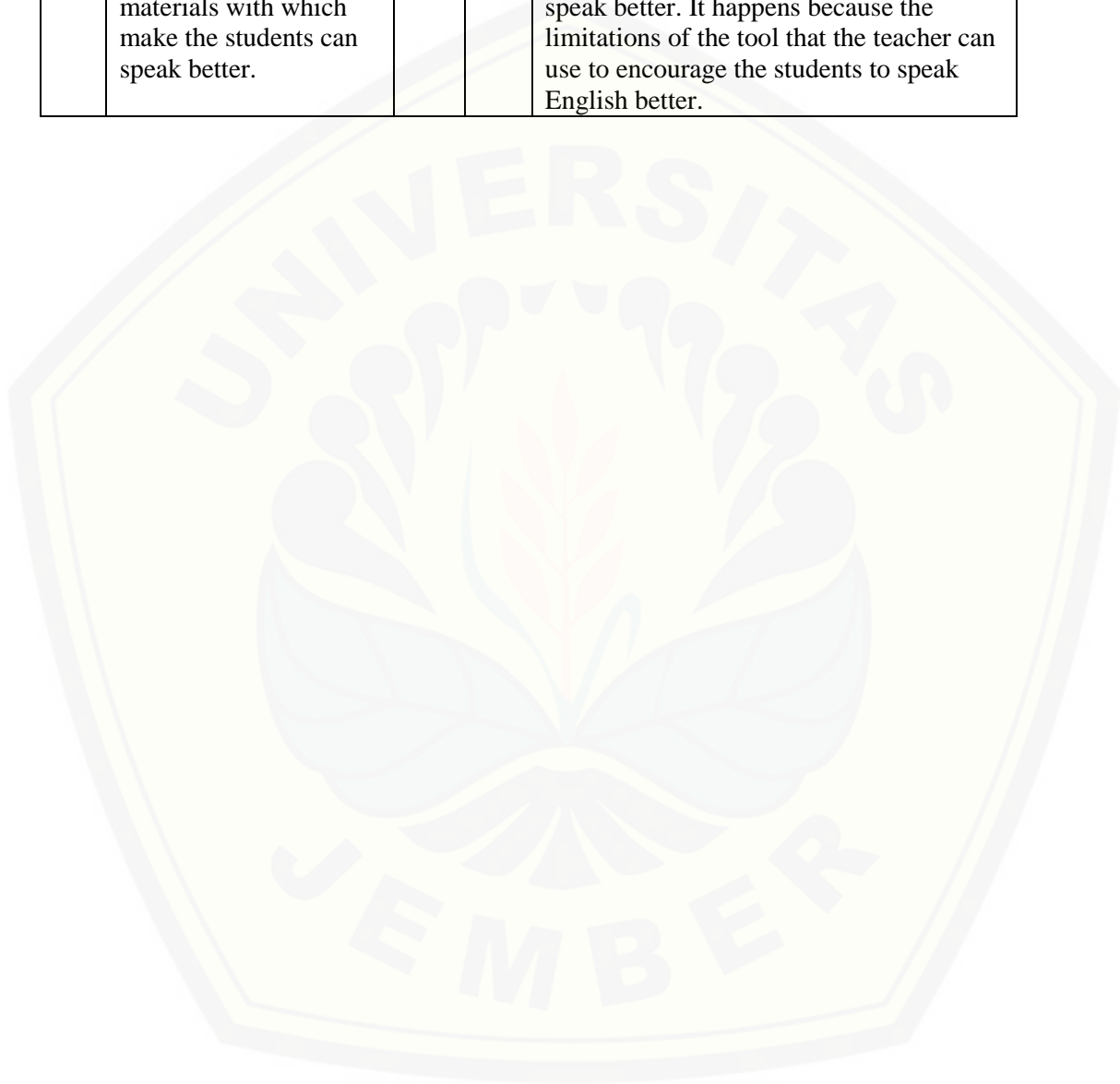
A. 2 APPENDIX B

OBSERVATION NOTE 1

School	: MTs Negeri 5 Jember
Date	: January 23, 2020
Class	: VIII B
Material	: Narrative Text
Time	: 2 x 40 minutes

No	Statement	Yes	No	Notes
	Checklist for TCK			
1	The teacher can take advantage of multimedia (e.g video, slideshow, etc.) to express the idea about various topics in English.		√	The teacher didn't use any multimedia (e.g video, slideshow, etc.) during the teaching and learning process. It happens because the school didn't provide any kind of technology in the classroom.
2	The teacher can benefit from using technology (e.g. web conferencing and discussion forums) to contribute at a distance to multilingual communities.		√	The teacher didn't use any technology to teach the students. It happens because the school didn't provide any kind of technology in the classroom. It also happens because the policy of the school that does not allow the students to bring any technology (e.g laptop, handphone and etc) in the school.
3	The teacher can use collaboration tools to work collaboratively with foreign persons (e.g. Second Life, wiki, etc.).		√	The teacher only focuses on the book that is provided by the school as a guidance to achieve the goal of teaching and learning process.
4	The teacher uses digitalized teaching materials with which make the students can learn vocabulary better.		√	The teacher didn't use any kind of technology to make the students can learn vocabulary better. When there is a vocabulary activity, the teacher usually use conventionally method to teach the students (e.g the teacher provide a text and ask the students to look for some unfamiliar vocabularies, after that the teacher ask the students to look for them in the dictionary).
5	The teacher uses digitalized teaching materials with which make the students can learn grammar better.		√	The teacher didn't use any kind of technology to make the students can learn grammar better. When there is a grammar activity, the teacher only explains the material to the students conventionally (e.g write it down the formula on the whiteboard and give the example after that ask the students to copy the writing)

6	The teacher uses digitalized teaching materials with which make the students can read better.		√	The teacher didn't use any kind of technology to make the students can read better. When there is a reading activity (e.g a text related to narrative text) the teacher provides print out text and she gives to all of the students in the classroom.
7	The teacher uses digitalized teaching materials with which make the students can speak better.		√	The teacher didn't use any kind of technology to make the students can speak better. It happens because the limitations of the tool that the teacher can use to encourage the students to speak English better.

Checklist for PCK				
No	Statement	Yes	No	Notes
1	The teacher conducts quizzes in which the students can practice English more.	√		After delivering material to the students, the teacher gives them quizzes related to the material. In this case, the teacher gives the students comprehension quizzes which is consists of a text and also 5 questions. Thereafter, the teacher asks the students to work in a group and they have to sit with their group in order to make them easier to discuss about the quizzes. During the discussion time, the teacher monitors the students by visiting each group to make sure that they do the quizzes cooperatively and they practice their English with their groups. After finishing the quizzes, the teacher asks the students to submit the quizzes and it will be discussed in the next meeting.
2	The teacher conducts games in which the students can practice English more.		√	The teacher didn't apply any kind of games throughout the teaching activity.
3	The teacher conducts group activities in which the students can use English more.	√		Before giving quizzes to the students, the teacher asks them to do the quizzes in a group. One group consists of 4 students. in this case, the teacher monitors each group
4	The teacher conducts discussion activities in which the students can use English more.	√		When the students do the quizzes, the teacher asks them to discuss with their groups.
5	The teacher can manage a classroom learning environment.	√		The teacher can handle the classroom learning environment during the teaching and learning process. The teacher gives the student a space to express their need and the teacher did not dominate the classroom, but the teacher involves the students in every activity.

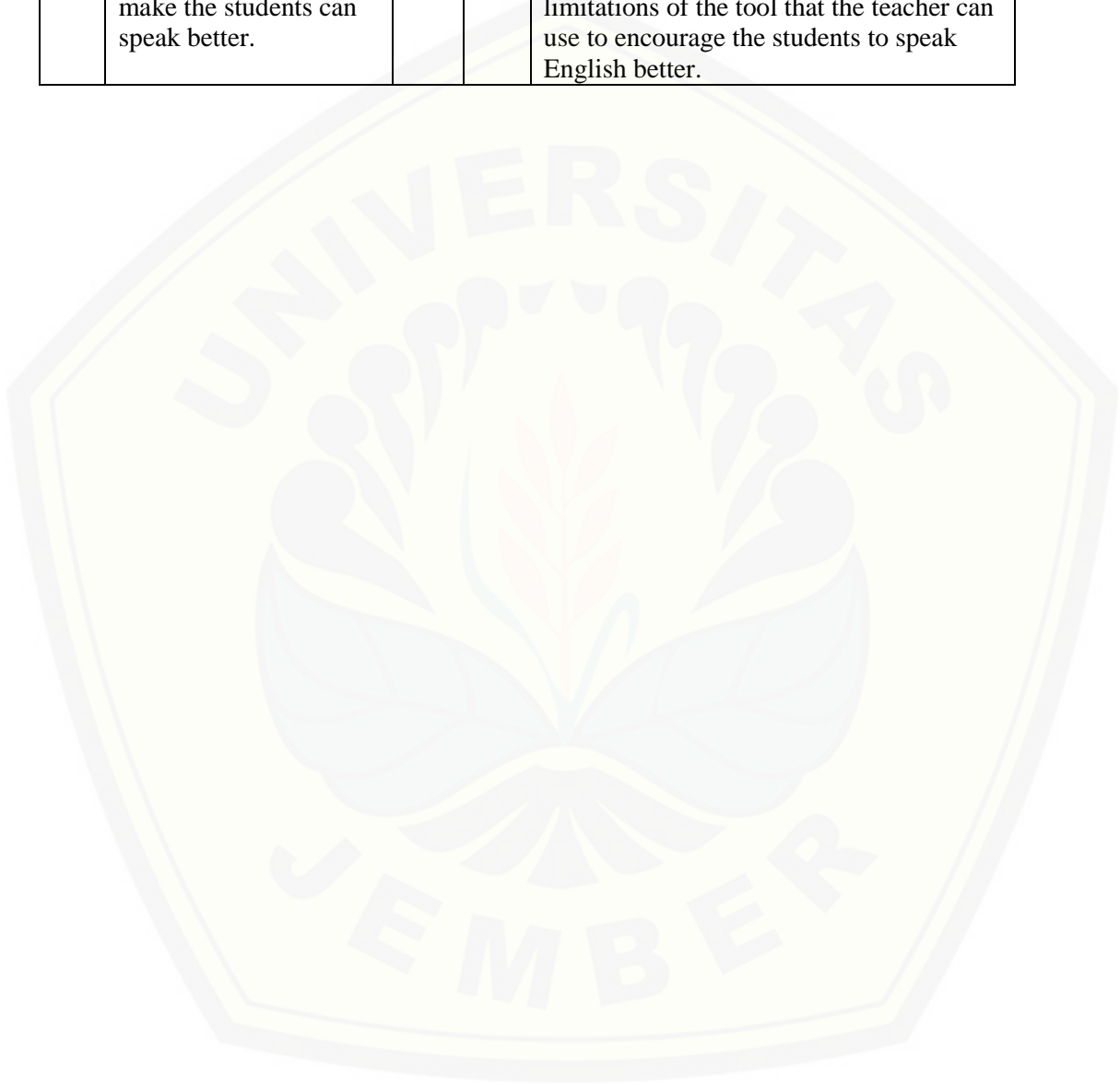| Checklist for CK				
No	Statement	Yes	No	Notes
1	The teacher has sufficient knowledge of English grammar.	√		When the teacher explain about the language features of narrative text, she can explain the past tense to the students' well.
2	The teacher has good pronunciation.	√		When the teacher read the example of narrative text, the teacher can pronouns it well.
3	The teacher teaches class naturally in English.		√	During the teaching and learning process in the classroom, the teacher didn't speaks English except (say the formula of narrative text e.g definition, social function, generic structure, language features and when the teacher say the example of narrative text).
4	The teacher answers students' questions about English.	√		During discussion time, when the students didn't understand about the quizzes, the teacher can explain well. Most of the question from the students is related to the meaning of the particular vocabulary. Then, the teacher will give a clue to the students.
5	The teacher can understand texts written in English.	√		During the teaching and learning process, the teacher seems to understand all text which were discuss.

A. 3 APPENDIX C

OBSERVATION NOTE 2

School	: MTs Negeri 5 Jember
Date	: January 24, 2020
Class	: VIII B
Material	: Narrative Text
Time	: 2 x 40 minutes

No	Statement	Yes	No	Notes
	Checklist for TCK			
1	The teacher can take advantage of multimedia (e.g video, slideshow, etc.) to express the idea about various topics in English.		√	The teacher didn't use any multimedia (e.g video, slideshow, etc.) during the teaching and learning process. It happens because the school didn't provide any kind of technology in the classroom.
2	The teacher can benefit from using technology (e.g. web conferencing and discussion forums) to contribute at a distance to multilingual communities.		√	The teacher didn't use any technology to teach the students. It happens because the school didn't provide any kind of technology in the classroom. It also happens because the policy of the school that does not allow the students to bring any technology in the school.
3	The teacher can use collaboration tools to work collaboratively with foreign persons (e.g. Second Life, wiki, etc.).		√	The teacher only focuses on the book that is provided by the school as a guidance to achieve the goal of teaching and learning process.
4	The teacher uses digitalized teaching materials with which make the students can learn vocabulary better.		√	The teacher didn't use any kind of technology to make the students can learn vocabulary better. When there is a vocabulary activity, the teacher usually use conventionally method to teach the students (e.g the teacher provide a text and ask the students to look for some unfamiliar vocabularies, after that the teacher ask the students to look for them in the dictionary)
5	The teacher uses digitalized teaching materials with which make the students can learn grammar better.		√	The teacher didn't use any kind of technology to make the students can learn grammar better. When there is a grammar activity, the teacher only explains the material to the students conventionally (e.g write it down the formula on the whiteboard and give the example after that ask the students to copy the writing).
6	The teacher uses		√	The teacher didn't use any kind of

	digitalized teaching materials with which make the students can read better.			technology to make the students can read better. When there is a reading activity (e.g a text related to narrative text) the teacher provides print out text and she gives to all of the students in the classroom.
7	The teacher uses digitalized teaching materials with which make the students can speak better.			The teacher didn't use any kind of technology to make the students can speak better. It happens because the limitations of the tool that the teacher can use to encourage the students to speak English better.

No	Statement	Yes	No	Notes
Checklist for PCK				
1	The teacher conducts quizzes in which the students can practice English more.	√		After submitting the quizzes the teacher asks the students to sit with their group. In this case, the teacher will discuss the quizzes together in front of the classroom. Before discussing the quizzes, the teacher asks some students to read the text loudly. After that, the teacher will read the questions for number one and asks the students to raise their hand if they are sure with their answer. The students who raise their hand will come forward and write it down the answer in the whiteboard. After that, the teacher will asks to all of the students about the answer, if there is student who has different answer the teacher will asks them to write it down the answer. After that, the teacher will ask the students by saying "which one is the right answer?" and then the teacher will tell the students the right answer. (this activity will be continued until the last number).
2	The teacher conducts games in which the students can practice English more.		√	The teacher did not apply any kind of games throughout the teaching activity. She only focuses on explaining the material and also giving some exercises to the students.
3	The teacher conducts group activities in which the students can use English more.		√	The teacher did not apply any group activities as long as the teaching and learning process happens. In this meeting, she just discussed quizzes that are given in the previous meeting. The difference is the students are not work with their group anymore. After that, she discussed the result of the quizzes together in the classroom. Then, she involved the students in this matter (students centre).
4	The teacher conducts discussion activities in which the students can use English more.	√		The discussion styles consist of "read and write" activities. After giving back the result of the quizzes to the student. She asks some random students to read the text, one student will read one sentence and the other students will listen carefully and give feedback. This activity will be continued until the last sentence. For the write activities, the teacher read the question from the quizzes and then asks the student to write it down their answer

5				in front of the classroom.
5	The teacher can manage a classroom learning environment.	√		The teacher can handle the classroom learning environment during the teaching and learning process. The teacher gives the student a space to express their need and the teacher did not dominate the classroom, but the teacher involves the students in every activity.

Checklist for CK				
No	**Statement**	**Yes**	**No**	**Notes**
1	The teacher has sufficient knowledge of English grammar.	√		According to the question from the quizzes, there is a question that leads the teacher to discuss about grammar. The question is "what tense is mostly used in the text?". After the students write it down the answer on the white board, the teacher explained more about the tense (simple past tense).
2	The teacher has good pronunciation.	√		When the teacher read the example of narrative text, the teacher can pronouns it well. Moreover, she also leads the students to read some action verbs that is still related with narrative text.
3	The teacher teaches class naturally in English.		√	During the teaching and learning process in the classroom, the teacher didn't speaks English except (say the formula of narrative text e.g definition, social function, generic structure, language features and when the teacher say the example of narrative text)
4	The teacher answers students' questions about English.	√		During discussion time, when the students didn't understand about the quizzes, the teacher can answer it well. Most of the question from the students is related to the meaning of the particular vocabulary. Then, the teacher will give a clue to the students.
5	The teacher can understand texts written in English.	√		During the teaching and learning process, the teacher seems to understand all text which were discuss.

A. 4 APPENDIX D

OBSERVATION NOTE 3

School	: MTs Negeri 5 Jember
Date	: **February 06, 2020**
Class	: **VIII B**
Material	: **Notice**
Time	: **2 x 40 minutes**

No	Statement	Yes	No	Notes
**Checklist for TCK**
1	The teacher can take advantage of multimedia (e.g video, slideshow, etc.) to express the idea about various topics in English.		√	The teacher didn't use any multimedia (e.g video, slideshow, etc.) during the teaching and learning process. It happens because the school didn't provide any kind of technology in the classroom.
2	The teacher can benefit from using technology (e.g. web conferencing and discussion forums) to contribute at a distance to multilingual communities.		√	The teacher didn't use any technology to teach the students. It happens because the school didn't provide any kind of technology in the classroom. It also happens because the policy of the school that does not allow the students to bring any technology in the school.
3	The teacher teaches class naturally in English.		√	The teacher can use collaboration tools to work collaboratively with foreign persons (e.g. Second Life, wiki, etc.).
4	The teacher uses digitalized teaching materials with which make the students can learn vocabulary better.		√	The teacher didn't use any kind of technology to make the students can learn vocabulary better. When there is a vocabulary activity, the teacher usually use conventionally method to teach the students (e.g the teacher provide a text and ask the students to look for some unfamiliar vocabularies, after that the teacher ask the students to look for them in the dictionary).
5	The teacher uses digitalized teaching materials with which make the students can learn grammar better.		√	The teacher didn't use any kind of technology to make the students can learn grammar better. When there is a grammar activity, the teacher only explains the material to the students conventionally (e.g write it down the formula on the whiteboard and give the example after that ask the students to copy the writing)
6	The teacher uses digitalized teaching materials with which make the students can		√	The teacher didn't use any kind of technology to make the students can read better. When there is a reading activity the teacher provides print out text and picture.

				Then, she gives to all of the students in the classroom.
7	The teacher uses digitalized teaching materials with which make the students can speak better.		√	The teacher didn't use any kind of technology to make the students can speak better. It happens because the limitations of the tool that the teacher can use to encourage the students to speak English better.

The first cell of the top row reads "read better." in the second column.

No	Statement	Yes	No	Notes
	Checklist for PCK			
1	The teacher conducts quizzes in which the students can practice English more.	√		After delivering material to the students, the teacher gives them quizzes related to the material. In this case, the teacher gives the students multiple choices which is consist of 10 questions. Thereafter, the teacher asks the students to work in a group and they have to sit with their group in order to make them easier to discuss about the quizzes. During the discussion time, the teacher monitors the students by visiting each group to make sure that they do the quizzes cooperatively and they practice their English with their groups. After finishing the quizzes, the teacher asks the students to discuss it together in front of the classroom.
2	The teacher conducts games in which the students can practice English more.		√	The teacher didn't apply any kind of games throughout the teaching activity. She only focuses on delivering the material and giving quizzes to the students.
3	The teacher conducts group activities in which the students can use English more.	√		Before giving quizzes to the students, the teacher asks them to do the quizzes in a group. One group consists of 4 students.
4	The teacher conducts discussion activities in which the students can use English more.	√		When the students do the quizzes, the teacher asks them to discuss with their groups.
5	The teacher can manage a classroom learning environment.	√		The teacher can handle the classroom learning environment during the teaching and learning process. The teacher gives the student a space to express their need and the teacher did not dominate the classroom, but the teacher involves the students in every activity.

No	Statement	Yes	No	Notes
**Checklist for CK**				
1	The teacher has sufficient knowledge of English grammar.	√		When the teacher explains about the definition, purpose, generic structure and language features to the students, she can explain it well.
2	The teacher has good pronunciation.	√		When the teacher read the example of notice, announcement and short message. The teacher can pronouns it well.
3	The teacher teaches class naturally in English.		√	During the teaching and learning process in the classroom, the teacher didn't speaks English except (say the formula of notice e.g definition, social function, generic structure, language features and when the teacher say the example of notice)
4	The teacher answers students' questions about English.	√		During discussion time, when the students didn't understand about the quizzes, the teacher can explain well. Most of the question from the students is related to the meaning of the particular vocabulary. Then, the teacher will give a clue to the students.
5	The teacher can understand texts written in English.	√		During the discussion time, when the students didn't understand about some vocabularies, the teacher can explain to the students well.

A. 5 APPENDIX E

OBSERVATION NOTE 3

School   : MTs Negeri 5 Jember
Date   : February 13, 2020
Class   : VIII B
Material   : Notice
Time   : 2 x 40 minutes

No	Statement	Yes	No	Notes
**Checklist for TCK**				
1	The teacher can take advantage of multimedia (e.g video, slideshow, etc.) to express the idea about various topics in English.		√	The teacher didn't use any multimedia (e.g video, slideshow, etc.) during the teaching and learning process. It happens because the school didn't provide any kind of technology in the classroom.
2	The teacher can benefit from using technology (e.g. web conferencing and discussion forums) to contribute at a distance to multilingual communities.		√	The teacher didn't use any technology to teach the students. It happens because the school didn't provide any kind of technology in the classroom. It also happens because the policy of the school that does not allow the students to bring any technology (e.g laptop, handphone and etc) in the school.
3	The teacher can use collaboration tools to work collaboratively with foreign persons (e.g. Second Life, wiki, etc.).		√	The teacher only focuses on the book that is provided by the school as a guidance to achieve the goal of teaching and learning process.
4	The teacher uses digitalized teaching materials with which make the students can learn vocabulary better.		√	The teacher didn't use any kind of technology to make the students can learn vocabulary better. When there is a vocabulary activity, the teacher usually use conventionally method to teach the students (e.g the teacher provide a text and ask the students to look for some unfamiliar vocabularies, after that the teacher ask the students to look for them in the dictionary)
5	The teacher uses digitalized teaching materials with which make the students can learn grammar better.		√	The teacher didn't use any kind of technology to make the students can learn grammar better. When there is a grammar activity, the teacher only explains the material to the students conventionally (e.g write it down the formula on the whiteboard and give the example after that ask the students to copy the writing)

6	The teacher uses digitalized teaching materials with which make the students can read better.		√	The teacher didn't use any kind of technology to make the students can read better. When there is a reading activity (e.g a text related to narrative text) the teacher provides print out text and she gives to all of the students in the classroom.
7	The teacher uses digitalized teaching materials with which make the students can speak better.		√	The teacher didn't use any kind of technology to make the students can speak better. It happens because the limitations of the tool that the teacher can use to encourage the students to speak English better.

Checklist for PCK				
No	**Statement**	**Yes**	**No**	**Notes**
1	The teacher conducts quizzes in which the students can practice English more.	√		In contrast to the last week activity, the teacher gives different quizzes from yesterday to the students. She provides an announcement and a short message in the quiz. Then, ask the students to translate into Indonesian language.
2	The teacher conducts games in which the students can practice English more.		√	The teacher didn't apply any kind of games throughout the teaching activity.
3	The teacher conducts group activities in which the students can use English more.		√	The teacher did not apply any group activities throughout the teaching and learning activity. In this meeting, she only focuses on the quizzes without explaining any material because the quizzes still related with the previous meeting.
4	The teacher conducts discussion activities in which the students can use English more.	√		After finishing the quizzes the teacher asks the students to read the announcement and the short message. The students will read the English version and it will be followed by the Indonesian version.
5	The teacher can manage a classroom learning environment.	√		The teacher can handle the classroom learning environment during the teaching and learning process. The teacher gives the student a space to express their need and the teacher did not dominate the classroom, but the teacher involves the students in every activity.

Checklist for CK				
No	**Statement**	**Yes**	**No**	**Notes**
1	The teacher has sufficient knowledge of English grammar.	√		When the teacher explain about the language features of narrative text, she can explain the past tense to the students' well.
2	The teacher has good pronunciation.	√		When the teacher read the example of notice, announcement and short message, the teacher can pronouns it well.
3	The teacher teaches class naturally in English.		√	During the teaching and learning process in the classroom, the teacher didn't speaks English except (say the formula of notice e.g definition, social function, generic structure, language features and when the teacher say the example of notice)
4	The teacher answers students' questions about English.	√		During discussion time, when the students didn't understand about the quizzes, the teacher can explain well. Most of the question from the students is related to the meaning of the particular vocabulary. Then, the teacher will give a clue to the students.
5	The teacher can understand texts written in English.	√		During the teaching and learning process, the teacher seems to understand all text which were discuss.

A. 6 APPENDIX F

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan   : MTsN Arjasa

Mata Pelajaran   : Bahasa Inggris

Kelas/Smester   : VIII/2 (dua)

Tema   : Narrative Text

Alokasi waktu   : 2 x 40 menit

A.   Kompotensi Inti

KI.3	Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI.4	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B.   Kompetensi Dasar dan Indikator Pencapain Kompetensi

3.6	Memahami tujuan, struktur, dan unsur kebahasaan dari jenis teks naratif, lisan dan tulis, berbentuk *fairy tale*, pendek dan sederhana.
4.14	Menangkap makna teks *naratif,* lisan dan tulis, berbentuk *fairy tale,* pendek dan sederhana.

C.   Tujuan Pembelajaran

Setelah selesai pembelajaran peserta didik dapat:

1.   Identify the social function, text structure, and linguistic elements about the text in the form of narrative text.
2.   Differentiate the social function, text structure, and linguistic elements about the text in the form of narrative text.
3.   Develope the concept of social function of text structure and linguistic elements about the text in the form of narative text.
4.   Think and work independently to conclude the infromation about the text in the form of narrative text.

D. Materi Pembelajaran

Teks lisan dan tulis berbentuk *narrative* adalah jenis teks dalam Bahasa Inggris untuk menceritkan suatu cerita yang memiliki rangkaian peristiwa kronologis yang saling terhubung.

Fungsi sosial

Untuk menghibur pembaca tentang suatu kisah atau cerita.

Struktur teks

a. Orientation : It is about the opening paragraph where the characters of the story are introduced.
b. Complication : Where the problems in the story developed.
c. Resolution : Where the problems in the story is solved
d. Coda / reorientation (optional) – lesson from the story.

Unsur kebahasaan

(1) Using past tense

It is logical since the stories typically happen in the past. They can use simple past, past continuous or past perfect tense.

(2) Using action verbs

Action verbs are verbs that show the performance of action. They specifically describe what the subject (person, animal, force of nature, or thing) of the sentence is doing, e.g.: run, walk, cry, scream, explode, kick, etc.

(3) Using temporal conjunction

Temporal conjunctions express relationships with time, in the flow or sequence of events, e.g.: before, after, during/while (a period or an activity), since, until, when.

Multimedia

Foto peristiwa, buku harian, dekorasi, yang membuat tampilan teks lebih menarik.

E. Metode Pembelajaran

1. Pendekatan   : Scientific
2. Model   : *Discovery Learning*
3. Metode   : Diskusi Kelompok

F. Media, alat dan sumber pembelajaran

1. Media   : CD pembelajaran
2. Alat/Bahan   : Komputer, laptop , LCD
3. Sumber Belajar   :

- Buku Teks wajib
- Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat
- Contoh interaksi tertulis
- Contoh teks tertulis

G. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	1. Persiapan psikis dan fisik membuka pelajaran dengan mengucapkan salam dan berdoa bersama 2. Menginformasikan tujuan yang akan dicapai selama pembelajaran 3. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran 4. Menyambungkan materi sekarang dengan materi sebelumnya 5. Memberi motivasi siswa untuk aktif dalam proses pebelajaran dengan menyanyikan lagu.	15 Menit
Inti	**Mengamati** • Siswa mendengarkan/ menonton beberapa contoh teks *narrative* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, berdasarkan konteks yang sesuai • Siswa mengikuti mengucapkan kalimat dalam teks *narrative* tentang kegiatan, kejadian, dan peristiwa, • Siswa membaca untuk memahami makna dan bentuk kalimat terdapat dalam teks *narrative* tentang kegiatan, kejadian, dan peristiwa, • Siswa berlatih menentukan informasi rinci **enanya** • Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antar berbagai teks *narrative* tentang kegiatan, kejadian, dan peristiwa, dalam berbagai konteks	45 Menit

Mengeksplorasi

- Siswa membaca contoh-contoh teks *narrative* tentang kegiatan, kejadian, dan peristiwa dari berbagai sumber lain.
- Siswa mencari cerita lain tentang narrative text menggunakan Bahasa Inggris
- Siswa menuliskan cerita narrative di buku masing-masing.

Mengasosiasi

- Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, struktur teks dan unsur bahasa serta format penulisan yang digunakan dalam berbagai teks *narrative* tentang kegiatan, kejadian, dan peristiwa.
- Siswa menanyakan balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.
- Siswa menyimpulkan hasil analisinya terkait Fungsi sosial, struktur teks dan unsur kebahasaan dari teks *narrative* tentang kegiatan, kejadian, dan peristiwa yang terjadi.

Mengomunikasikan

- Siswa mempresentasikan tulisan tentang pengalaman yang menyenangkan
- Siswa menulis jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya

Penutupan	1. Bersama-sama dengan peserta didik membuat rangkuman/kesimpulan	20 Menit
	2. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan	
	3. Memberikan umpan balik terhadap proses dan hasil pembelajaran.	

4. Diadakan Tes Tulis terhadap siswa
5. Memberikan tugas individu sebagai pekerjaan rumah dan di sertai dengan do'a.

A. 7 APPENDIX G

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : MTsN Arjasa

Mata Pelajaran : Bahasa Inggris

Kelas/Smester : VIII/2 (dua)

Tema : Notice

Alokasi Waktu : 2 x 40 menit

A.   Kompotensi Inti

KI.3	Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI.4	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B.   Kompetensi Dasar dan Indikator Pencapain Kompetensi

3.14	Menerapkan struktur teks dan unsur kebahasaan untuk melaksana kan fungsi sosial dari teks pesan singkat dan pengumuman /pemberitahuan (*notice*), sesuai dengan konteks penggunaannya.
3.16	Menangkap makna pesan singkat dan pengumuman/pemberitahuan (*notice*), sangat pendek dan sederhana.
4.17	Menyusun teks tulis pesan singkat dan pengumuman/ pemberitahuan (*notice*), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai.

C.   Tujuan Pembelajaran

Setelah selesai pembelajaran peserta didik dapat :

5.   Menerapkan struktur teks dan unsur kebahasaan untuk melaksana kan fungsi sosial dari teks pesan singkat dan pengumuman /pemberitahuan (*notice*), sesuai dengan konteks penggunaannya.

6.   Menyusun teks tulis pesan singkat dan pengumuman/ pemberitahuan (*notice*), sangat pendek dan sederhana, dengan memperhatikan fungsi

sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Materi Pembelajaran

Teks lisan dan tulis teks pesan singkat dan pengumuman/ pemberi tahuan.

Fungsi sosial

Menyampaikan pesan dan memberi tahu untuk mencapai tujuan dengan sentuhan personal dalam komunikasi antar guru dan siswa.

Struktur teks

Ungkapan baku dari sumber-sumber otentik:

e. Pesan singkat : *I'm busy now. Please call me in a few minutes. Make sure you lock the gate when you leave. Sure, yes I will.*

f. Pengumuman (notice) : *'Flag ceremony will be held on Monday, 17 August. Attendance is compulsory.' 'An exam is in progress. Please be quite.' 'No parking in front of gates'.*

Unsur kebahasaan

(4) Kata dan tata bahasa yang lazim digunakan: *imperatives.*

(5) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.

(6) Ucapan, tekanan kata, intonasi ketika mempresentasikan secara lisan.

Multimedia

Layout dan dekorasi yang membuat tampilan teks lebih menarik

E. Metode Pembelajaran

1. Pendekatan   : Scientific
2. Model   : *Discovery Learning*
3. Metode   : Diskusi Kelompok

F. Media, alat dan sumber pembelajaran

1. Media   : Buku Teks, print teks
2. Alat/Bahan   : Papan tulis
3. Sumber Belajar   :
   - Buku Teks wajib
   - Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat
   - Contoh interaksi tertulis
   - Contoh teks tertulis

G. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	1. Persiapan psikis dan fisik membuka pelajaran dengan mengucapkan salam dan berdoa bersama. 2. Menginformasikan tujuan yang akan dicapai selama pembelajaran. 3. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran. 4. Menyambungkan materi sekarang dengan materi sebelumnya. 5. Memberi motivasi siswa untuk aktif dalam proses pembelajaran dengan menyanyikan lagu.	15 Menit
Inti	**Mengamati** • Siswa mendengarkan /membaca beberapa contoh pesan singkat dan pengumuman/ pemberitahuan (*notice*), sangat pendek dan sederhana • Siswa mengikuti mengucapkan kalimat pesan singkat dan pengumuman/ pemberitahuan (*notice*), sangat pendek dan sederhana • Siswa membaca untuk memahami berbagai informasi , makna dari pesan singkat dan pengumuman/ pemberitahuan (*notice*), sangat pendek dan sederhana, dengan pengucapan dan intonasi yang baik **enanya** • Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antar berbagai pesan singkat dan pengumuman/ pemberitahuan (*notice*) sangat pendek dan sederhana, dalam berbagai konteks. **Mengeksplorasi**	45 Menit

	• Siswa membaca contoh-contoh pesan singkat dan pengumuman/ pemberitahuan (*notice*), sangat pendek dan sederhana l dari berbagai sumber lain. • Siswa menyampaikan pesan singkat dan pengumuman/ pemberitahuan (*notice*), sangat pendek dan sederhana menggunakan Bahasa Inggris dalam kegiatan lain yang terstruktur **Mengasosiasi** • Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, struktur teks dan unsur bahasa pesan singkat dan pengumuman/ pemberitahuan (*notice*), sangat pendek dan sederhana. • Siswa menanyakan balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. • Siswa menyimpulkan hasil analisinya terkait Fungsi sosial, struktur teks dan unsur kebahasaan dari teks pesan singkat dan pengumuman/ pemberitahuan (*notice*), sangat pendek dan sederhana. **Mengomunikasikan** • Siswa menyampaikan pesan singkat dan pengumuman/ pemberitahuan (*notice*), sangat pendek dan sederhana dengan ucapan, intonasi dan ekspresi dan performan yang baik dalam setiap ada kesempatan • Siswa menulis jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya	
Penutupan	1. Bersama-sama dengan peserta didik membuat rangkuman/kesimpulan. 2. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan. 3. Memberikan umpan balik terhadap proses dan hasil pembelajaran.	20 Menit

4. Diadakan Tes Tulis terhadap siswa.
5. Memberikan tugas individu sebagai pekerjaan rumah dan di sertai dengan do'a.

A. 8 APPENDIX H

No	Questions	Answers
	Interview Guide	
1	Have you ever used technology in teaching? When did you use that?	Yes, I have. When I took the micro teaching class
2	Did you know the kind of technology that usually used to teach the English students? What are they?	Yes, I did. I used *hot potatoes* to teach vocabulary to the students.
3	Did you think that using technology can help the students to improve their learning process?	Yes, I did. Actually using technology during the learning process was not help the students only, but also the teacher. In this case, the students will get more advantages. Because by using technology the students will enjoy to understand the material and they will be easier to understand the material given by the teacher.
3	Based on the observation, you did not use any kind of technology to teach the students. Why?	Because the school did not provide the technology equipment itself and the students did not allowed to bring any kind of technology in the school.
4	In the second and the fourth meeting you did not use group discussion, why?	Because I want to take an individual assessment. So I examined the students individually.
5	In first up to the fourth meeting you did not apply any kind of games, why?	Because I did not get the students attention when I applied games throughout the teaching activity, it happened because the lack of the students' understanding to understand the English language.
6	Why did you use Indonesian language to teach the students during the teaching and learning process mostly?	Because the lack of the students' understanding of the English vocabulary. All of the students still confused when I spoke using English language.