

EFL TEACHER'S STRATEGIES FOR IMPLEMENTING TPACK IN TEACHING WRITING: A CASE STUDY AT A TECHNICAL VOCATIONAL SCHOOL IN MALANGBONG

Lisna Yanti

English Education Program FKIP Galuh University Indonesia
yantilisna53@gmail.com

Iskhak Said

English Education Program FKIP Galuh University Indonesia
iskhakunigal@gmail.com

APA Citation: Yanti, L. & Iskhak, S. (2024). EFL Teacher's Strategies for Implementing TPACK in Teaching Writing: A Case Study at a Technical Vocational School in Malangbong. *Journal of English Education Program (JEEP)*, 11(2), 139-146.
[http://dx.doi.org/10.25157/\(jeep\).v11i2.15554](http://dx.doi.org/10.25157/(jeep).v11i2.15554)

Received: 30 Januari 2023

Accepted: 20 January 2024

Published: 31 July 2024

Abstract: This study was designed to find out the EFL Vocational School teacher's implementation of TPACK and its dominant strategies implemented by EFL Vocational School teachers in teaching writing. This qualitative case study was conducted at a technical vocational school in Malangbong using observation, interviews, and documentation. Research participants were purposively recruited for this study including an English teacher at a technical vocational school in Malangbong. The results of this study showed that teacher has good knowledge about technological advances for teaching writing, especially in the aspects of CK, PK, PCK, TPK, and TPACK. Thus, an EFL teacher must have more concern on developing the TPACK framework of mind. Several problems emerged with its implementation including students' experiences with unsteady internet connections and electrical troubles, such as occasionally occurring in teaching activity that leads to pend or even cancel lessons, and it greatly disrupts the learning process. Concerning the challenges encountered by teachers, schools must always find out ways to solve problems in teaching and understand the concepts of the TPACK framework. Thus, teaching writing using the TPACK framework can be carried out effectively.

Keywords: *TPACK; Strategy; Teacher; Writing*

INTRODUCTION

People all around the world are learning new skills and competencies as a result of the necessity to keep up with the rapid advancement of technology. The education sector is critical in training societies to function in a technologically advanced world (Altun & Akyıldız, 2017). As a result, incorporating technology into the classrooms has been carefully explored to manage more conducive learning and teaching settings. Modern technology's fast advancement poses new obstacles in a variety of professional development and practice domains, as well as education. In today's technological environment, adopting new or creative technology in teaching is a difficulty. However, simply adopting the technology will not suffice to address the demands of students.

Teachers' abilities to integrate technology into their classrooms can serve as a bridge to help students realize their full potential. As a result, educating teachers on the integration of Information and Communication Technology (ICT) in the classroom might help them become more professional. Bibi & Khan (2017) back up this claim by offering a TPACK (Technological, Pedagogical, and Content Knowledge) model as part of teacher development.

According to the TPACK concept by Mishra & Koehler (2006), technology incorporation is considered as a complicated multidimensional process that requires an appreciation of the mutual complex connection between three knowledge bases: pedagogy, content, and technology. The TPACK structure consists of seven structures. They are as follows: (1) Content knowledge (CK), also known as subject matter knowledge, (2) Technology knowledge (TK), also identified as knowledge of different technology, (3) Pedagogical knowledge (PK), also defined as knowledge of classroom instruction or strategies, (4) Technological content knowledge (TCK), that refers to subject knowledge provided by the use of technology, (5) Technological pedagogical knowledge (TPK), which corresponds to knowledge about the use of technology to apply a variety of teaching methods, and (6) Pedagogical content knowledge (PCK), which relates to knowledge of teaching methods for various forms of subject material, and (7) Technological pedagogical content knowledge (TPACK), defined as knowledge to use technology to adopt teaching methods for various subject material.

Writing ability and technology have a strong link so that teachers, particularly EFL teachers, must be able to integrate it in their teaching and learning process. Writing and technology, as a fundamental basis for their lives, are not only employed in the years when students are still in an academic environment but they are also required for a respectable identity in the workplace. However, if EFL teachers can mix such fields in their teaching, they will be manage to provide successful teaching and learning much better in their future classes. As a result, politicians, scholars, and educators have proposed the Technological Pedagogical and Content Knowledge (TPACK) framework as a method of knowing for the teaching-learning process (Angeli & Valanides, 2009). In addition, the TPACK framework has emerged as a particularly important selection for visualizing perception, practice, and study in technology-rich classrooms (Tseng et al., 2011). The knowledge domain existing among technology, pedagogy, and content (technological pedagogical content knowledge) has been precisely described as a knowledge intersection that spans all three domains (Mishra & Koehler, 2006).

Based on the previous explanation, it shows that the TPACK framework is now highly used as a guide for teachers considering how to combine many areas of knowledge such as technology, pedagogy, and content. The number of person's teaching writing in English as a foreign language has steadily increased over the last 20 years, resulting in paradigm shifts in the field. While teaching EFL writing in high school highlighting on students' writing as final texts or products, the emphasis on teaching writing in each grade has been different. It is typical for teachers to provide EFL students with great writing exemplars, whether in formal or informal writing sessions and to encourage students to recreate such exemplars. EFL teachers, according to Chen et al., (2008), only focus on several writing aspects, such as vocabulary, style, text structure, and spelling. Then, examining the EFL teachers' pedagogies in writing is crucial because understanding why EFL teachers choose particular writing teaching techniques and why they do so is a simple way to identify the most precise education that can be incorporated into their teaching. This can accommodate the teachers a simple way to identify the most appropriate pedagogies that can be incorporated during teaching.

There are some studies were conducted related to the topic of the present study. First, a study carried out by Aniq & Drajati (2021) which learn more about teachers' thoughts on TPACK when teaching writing during the pandemic Covid 19 period. Second, a study conducted by Surayya et al., (2021) that explore the effect of combining technology, pedagogy, and topic knowledge in the writing environment as part of the TPACK framework on practicing EFL teachers. Third, a study was condconducted by Farikah & by Al Firdaus (2020) which looked at the portraye of

Technological Pedagogical and Content Knowledge (TPACK) of Writing classes based on the student's perspective. Accordingly, this study focuses on attitudes and perspectives on the use of Technological Pedagogical and Content Knowledge (TPACK) elaborated during the teaching writing class. Fourth, a study by Ammade et al. (2020) explores lecturer literacy in Technological Pedagogical and Content Knowledge (TPACK) at University Parepare in Indonesia. Fifth, a study conducted by Putri (2019) discussing and examining EFL teachers' use of TPACK in teaching writing Recount Text.

Having highlighted previous studies on the implementation of TPACK to EFL teachers in teaching writing a research gap is observable. The previous studies aforementioned focus on teachers' perceptions of TPACK, the Students' Perspective of TPACK in Writing Class, Technological Pedagogical Content Knowledge (TPACK) on practical EFL teachers in a writing context, and Technological Pedagogical Content Knowledge (TPACK) on practical EFL teachers in writing contexta and an examination of TPACK literacy at Senior High School. Yet, none of those studies discuss TPACK at vocational schools in writing, especially in the regent of Malangbong. Thus, it seems to be interesting for this present study to discuss the TPACK dominant strategies and EFL teachers' implementation of TPACK in teaching writing at a technical vocational schools in Malangbong. Therefore, the researcher of this study intends to close the gap by conducting a study entitled "EFL Teacher's strategies of implementing TPACK in Teaching Writing: A Case Study at a Technical Vocational School in Malangbong".

METHOD

A qualitative study was carried out in this research with the type of a case study approach. Creswell & Poth (2012) argued that a case study research engages a phenomenon study explored through one or more cases within a bounded system. This study embraces participants consisting of one EFL teacher at a Technical Vocational School in Malangbong, Garut Regency. In this study, the data were collected by using cultivating observation, interview, and documentation to get a deep answer about the issue. Regarding observation, the researcher made an observation checklist, as an instrument required for the observation activity. It is a number of observational marks to find out the domains in relevant to the seven major values of the teacher TPACK. The researcher also conducted a semi-structural interview containing nine questions adapted and modified from Aryati (2021). The type of documentation used a lesson plan plan to find out how an EFL Vocational School teacher implements TPACK in teaching writing. The data was then analyzed through the triangulation data analysis technique. Triangulation is defined as a data collection technique that incorporates different data collection techniques and established data sources (Jonsen & John, 2009). The analysis of data triangulation on this study aimed to discover widespread, stable, and definite data. In other words, it is used to analyze the observation result and document which is valid and clear.

FINDINGS AND DISCUSSION

The researcher highlighted the finding of this study based on two the research questions: (1) How does an EFL Vocational School teacher implement TPACK in teaching writing? and (2) What are the TPACK dominant strategies implemented by EFL Vocational School teachers in teaching writing? . The discussion will be elaborated in the following organization:

How does an EFL Vocational School teacher implement TPACK in teaching writing?

Based on the results of seven main aspects of the TPACK framework in a teaching writing class at a technical vocational school in Malangbong, it showed that, the first component, the Knowledge Technology (TK) of teachers based on the TK framework suggested by Mishra & Koehler (2006), English teacher still lacks of low level of TK in using technology effectively. The teacher stated that she still faces problems in using technology; they are not familiar with how to overcome difficulties related to technological tools or applications. Dealing with the second aspect

of The PCK framework, content knowledge (CK), it reveals that EFL teachers can manage the content by preparing writing teaching materials and classifying them into easy-to-understand categories or components using different references. This shows that EFL teacher has very good content knowledge aspects in developing their English knowledge, especially in teaching writing. EFL teachers have understood learning principles, methods, and theories as well as the application of subject matter as the component of CK (Mishra & Koehler, 2006).

Meanwhile, with regards to pedagogic knowledge (PK), EFL teacher has good pedagogical knowledge aspects which are TPACK element (Mishra & Koehler, 2006). First, the teacher is familiar with the educational approaches that are important for lesson preparation and presentation. For example, the teacher distributes videos or slides of material presentations during the writing teaching activity. Second, the teacher demonstrates students' understanding of various learning styles, for example, the teacher used PowerPoint slides and texts to convey topics related to teaching writing. Fourthly. To assess students' understanding and attention, the teacher asks the name of each student regarding the material that has been previously explained. This is a better teaching principle to overcome students' distraction during learning. In the application of TCK, this shows that the English teacher has a pretty good level in terms of Technology Content Knowledge (TCK).

According to Mishra & Koehler (2006), TCK is the fourth element of TPACK. EFL teachers can choose the main competency materials in learning to write through the use of technology. However, the drawback is that EFL teacher rarely provides tasks to students by developing materials using Microsoft PowerPoint, learning videos, and electronic books that refers to writing narrative text, even though it can be very useful for students' knowledge in its use of technology-based learning media. Thus, the teacher should improve and develop their technology competence.

With regards to implementation of TPK, it shows that, the English teacher, in applying the Technology Pedagogical Knowledge (TPK), is good. Mishra & Koehler (2006) state that TPK as the fifth of TPACK element relates to understanding to use technology to different teaching methods. The teacher states that she always distributes e-books to her students in order the students learn the material on through cell phones. In the use of technology-based media, some of them use laptops and computer software, for example, the Microsoft PowerPoint presentation to share videos about the material on the YouTube Channel. These are used to provide the students other references so that they can gain more knowledge and better understand the material.

Based on the implementation of Pedagogical Content Knowledge (PCK), it shows that English teacher has good PCK. According to Mishra & Koehler (2006), PCK corresponds to knowledge of various types of subject matter teaching techniques and is the sixth aspect of TPACK. First, the teacher chooses an effective teaching approach to guide students thinking and learning. Both teachers prepare educational administration like the lesson plan itself. Third, the teacher also makes difficult lessons easier to understand for students as they use educational games to improve students' skills, for example, puzzle games. It aimed to help students thinking in arranging random sentences so that they are arranged into narrative texts.

The implementation of PCK (Technological Pedagogical Content Knowledge) is described as knowledge of how to use technology to apply teaching methods to various forms of subject matter (Mishra & Koehler, 2006). These results indicate that EFL teacher has a good TPACK level. The teacher explained that a YouTube video link and an e-book were shared for her students so that, later, in addition to school, students could study the material on their cell phones. She shared an authentic e-book or video through a PowerPoint presentation screen feature and asked them to repronounce the vocabulary they listen from the video. Not only that, teachers also prepared educational administration such as the lesson plan itself. The teacher made teaching material much easier to understand for students to understand using the video tutorials that have been uploaded on the YouTube channel. This shows that EFL teacher has good aspects in implementing TPACK.

What are the TPACK dominant strategies implemented by EFL Vocational School teachers in teaching writing?

Teachers need to use technology, particularly in teaching writing to make the class attractive. Teachers also need to complete core competencies in the field of technological knowledge. According to Adam (2017), the combination of technology, pedagogy, and content, as recommended by the TPACK model, can provide an excellent platform for growing student knowledge. From all the findings mentioned earlier, it is seen that the second research question has been answered by the interview. Interview data shows that teachers can develop teaching writing using the TPACK framework to fulfill core competencies that contain technological knowledge. In her findings, the researcher concludes that there are several dominant aspects in the use of the TPACK framework in teaching writing. This TPACK framework elaborates every single knowledge introduced by Mishra & Koehler (2006) such as follows: First, the teacher has dominant aspects in Content Knowledge (CK), known as knowledge of the subject matter, The result is that EFL teacher can organize material content that can make it easier for students to understand the subject. This means that EFL teacher has very good content knowledge aspects. Second, Pedagogical Knowledge (PK) includes knowledge about teaching systems or techniques. As a result, the teacher can manage the class properly so that teacher can play an active role in discussions and be very productive.

The third and the fourth focus on Pedagogical content knowledge (PCK) and Technological Content Knowledge (TPK). The third, Pedagogical content knowledge (PCK) refers to understanding to use technology to different teaching methods. As a result, the teacher has a deep understanding of the material (content) and teach it to enable English teacher build their talents for the better. Meanwhile, the fourth, Technological Content Knowledge (TPK), deals with understanding to use technology to different teaching methods. The teacher shared e-books and e-tests with her students so that they could learn the content on their phones or laptops. Some of them used laptops and computer software, such as Microsoft PowerPoint apps, when using technology-based media. So, the teacher may use a slide presentation to communicate the subject to the students. So, they could understand it.

Fifth, Technological pedagogical content knowledge (TPACK), is elaborated as understanding to use technology to apply teaching methods for different subject matter forms. The teacher uses several tools to teach writing. She shares an authentic e-book or video through the PowerPoint Presentation feature and asks them to pronounce of the vocabulary they listen from the video and look for its generic structure. It can be seen that the English teacher has a fairly good TPACK level. As for the Technological knowledge (TK) aspect, it deals with the subject material competence presented by the technology. She only used a few tools to help them in their learning. The teacher still uses technology to improve learning strategies, such as YouTube videos or PowerPoint presentations. Therefore, the teacher must improve their technical knowledge along with the times. It can be seen that the teacher here had a low aspect of Technological Knowledge (TK). Then, the Teacher also has a low aspect of Technological Content Knowledge (TCK) which relates to subject material knowledge presented by the use of technology. The teacher just used a PowerPoint presentation to explain the material, and she used YouTube related to the material to assign her students to watch videos to add their knowledge, in particular, narrative topics.

CONCLUSIONS

The findings of the research enable the teacher to obtain useful knowledge of technological advances for teaching writing, particularly in the aspects of CK, PK, PCK, TPK, and TPACK. Thus, in EFL, teacher requires to focus more on building the TPACK framework of mind. The application of TPACK in the teaching and learning process of students used several platforms. E-books and E-tests are distributed to students so that they can study the content on their mobile phones or laptops. Some students used laptops and computer software, such as the Microsoft PowerPoint application, when using technology-based media.

Teachers can use presentation slides to communicate learning subjects to students so they can understand the material quickly. As far as it was concerned, Microsoft word is used to train students' writing creativity, and YouTube is used for student reference materials related to writing teaching. By maximizing some of these platforms, teaching and learning activities can be followed up and not boring. In practice, courses memes advantages and disadvantages occur. The use of TPACK in teaching writing is useful to encourage the creativity of teachers in preparing and teaching materials, providing flexibility of time and place for teacher and students, and students are required to become independent learners and enrich the material provided by the teacher by exploring more on Google, YouTube, etc. In short, by using the TPACK framework, several benefits in teaching writing can be felt by teachers and students in writing classes.

Meanwhile, the shortcomings of TPACK-based teaching may appear in the writing learning process. Several shortcomings occur and do not maximize learning activities. The most crucial problem is in relevant with teachers and students who always have unsteady internet connections and electrical troubles such as suddenly blackouts during the teaching and learning activity, causing class to be postponed or even canceled and highly disrupting the learning process. Concerning the challenges that teachers encounter, schools are always finding for ways to solve problems in teaching and understand the concepts of the TPACK framework. Therefore, teaching writing using the TPACK framework can be implemented effectively.

REFERENCES

- Adam, A. (2017). A Framework for Seeking the Connections between Technology, Pedagogy, and Culture: A Study in the Maldives. *Journal of Open, Flexible and Distance Learning*, 21(1),35-51.
- Altun, T., & Akyıldız, S. (2017). Investigating Student Teachers ' Technological Pedagogical Content Knowledge (Track) Levels. *European Journal of Education Studies*, 3(5), 467–485. <https://doi.org/10.5281/zenodo.555996>
- Ammade, S., Mahmud, M., Jabu, B., & Tahmir, S. (2020). TPACK model-based instruction in teaching writing: An analysis on TPACK literacy. *International Journal of Language Education*, 4(1), 129–140. <https://doi.org/10.26858/ijole.v4i2.12441>
- Angeli, C., & Valanides, N. (2009). Epistemological and methodological issues for the conceptualization, development, and assessment of ICT-TPCK: Advances in technological pedagogical content knowledge (TPCK). *Computers and Education*, 52(1), 154–168. <https://doi.org/10.1016/j.compedu.2008.07.006>
- Aniq, L. N., & Drajadi, N. A. (2021). *Investigating EFL teachers " perceptions on their TPACK development : how EFL teachers view seven domains on TPACK framework Investigating EFL teachers " perceptions on their TPACK development : how EFL teachers view seven domains on TPACK framework. January.*
- Aryati, S. N. (2021). *Teachers' technological pedagogical content knowledge (TPACK) in teaching efl learners during Covid-19 pandemic (A Comparative Study between Rural & Urban Teachers).* (Doctoral dissertation, UIN FAS Bengkulu).
- Chen, C. F. E., & Cheng, W. Y. E. C. (2008). Beyond the design of automated writing evaluation: Pedagogical practices and perceived learning effectiveness in EFL writing classes. *Language Learning & Technology*, 12(2), 94-112.
- Creswell, J., & Poth, C. (2012). Second Edition QUALITATIVE INQUIRY & RESEARCH DESIGN Choosing Among Five Approaches. In *Design: Choosing Among Five Approaches* (Vol. 3, Issue June).
- Farikah, & Al Firdaus, M. M. (2020). Technological Pedagogical and Content Knowledge (TPACK): The Students' Perspective on Writing Class. *Jurnal Studi Guru Dan Pembelajaran*, 3(2), 190–199.
- Jonsen, K., & Jehn, K. A. (2009). Using triangulation to validate themes in qualitative studies. In *Qualitative Research in Organizations and Management: An International Journal* (Vol. 4,

- Issue 2). <https://doi.org/10.1108/17465640910978391>
- Bibi, S., & Khan, S. H. (2017). TPACK in action: A study of a teacher educator's thoughts when planning to use ICT. *Australasian Journal of Educational Technology*, 33(4).
- Mishra, P., & Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge. *Teachers College Record: The Voice of Scholarship in Education*, 108(6), 1017–1054. <https://doi.org/10.1177/016146810610800610>
- Putri, S. E. (2019). *The Implementation of TPACK in Teaching Writing Recount Text at a Senior Highschool Level*. 7(2006), 156–163.
- Surayya, S. A., Asrobi, M., & Farizi, Z. (2021). Scrutiny on Indonesian EFL Teachers' Willingness to Understand and Implement the TPACK in VLE. *Journal of Education Technology*, 5(4), 645. <https://doi.org/10.23887/jet.v5i4.40986>
- Tseng, J. J., Cheng, Y. S., & Lin, C. C. (2011). Unraveling in-service EFL teachers' technological pedagogical content knowledge. *Journal of Asia TEFL*, 8(2), 45–72.

