TPACK Implementation for Teaching Reading Skills in ELT at SMKN 1 Percut Sei Tuan

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ARTICLE INFO	ABSTRACT
	This study aims to examine the implementation of the TPACK (Technological Pedagogical Content Knowledge) framework in teaching reading skills within an English Language Teaching (ELT) context at SMKN 1 Percut Sei Tuan. The research explores how the teacher facilitates the reading learning activity in ELT using technology. A qualitative approach was employed, using classroom observations, teacher interviews, and video recordings to gather data. The findings reveal that the teacher utilized e-books, online dictionaries, and group chats effectively to support learning. These tools provided accessible materials and encouraged collaboration, improving students' engagement and comprehension. Pedagogical strategies, such as guiding students through analytical exposition texts and employing 5W+1H questioning, helped develop critical reading skills. The teacher connected reading activities to real-world issues, making lessons relevant and engaging. Despite these strengths, the study identified areas for improvement. Limited use of multimedia and the lack of vocationally specific content reduced the alignment of lessons with students' professional interests. Additionally, low motivation among students and challenges with digital literacy hindered the optimal use of technology. The study concludes that while TPACK supports teaching reading skills, incorporating advanced technologies and vocationally relevant materials is essential for improving engagement and learning outcomes in vocational education.

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INTRODUCTION

The development of technology in education opens up various opportunities to improve the quality of teaching and learning, including in the area of reading skills instruction in English Language Teaching (ELT). Receptive language skills such as reading and listening play a crucial role in human life, as any knowledge cannot be separated from reading activities. Through reading, children can learn about various fields of knowledge, making reading an essential key to future academic success (Hasanudin & Puspita, 2017). When developing reading skills, factors such as students' interest and motivation need to be considered. In ELT, where reading skills are a primary focus, technology offers innovative and interactive methods to enhance motivation and learning experiences. However, the effective use of technology requires a comprehensive understanding of the relationship between technology, pedagogy, and content.

One concept that supports the integration of technology in teaching is TPACK. The TPACK framework, developed by Mishra and Koehler (2006), provides a useful structure for teachers to effectively integrate technology into their lessons. This framework focuses on the intersection of three key components: Technological Knowledge (TK), Pedagogical Knowledge (PK), and Content Knowledge (CK). In English Language Teaching (ELT), this framework is particularly relevant for teaching reading skills, as it enables teachers to create engaging, interactive, and meaningful learning experiences. At SMKN 1 Percut Sei Tuan, a vocational school that focuses more on technical skills, teaching reading skills in English often faces challenges due to students' low motivation and lack of interest in language learning, as well as limitations in applying technology that meets their needs.

In this context, TPACK can serve as an effective framework to help teachers integrate technology into reading skills instruction. SMKN 1 Percut Sei Tuan provides an ideal environment for implementing TPACK, given the need to increase students' interest and motivation in learning English through a more relevant and engaging approach. Therefore, this study aims to examine how teachers at SMKN 1 Percut Sei Tuan implement and utilize technology in reading instruction within English Language Teaching.

This study is also grounded in various research studies that emphasize the importance of technology in supporting reading skills, such as research by Iskandar, Dahlan, and Ratnawati (2024), which reveals that the use of technology, including e-books with interactive features, can enhance students' reading comprehension. Additionally, studies by Furenes, Kucirkova, & Bus (2021) and Kong, Seo, & Zhai (2018) show that interactive elements in e-books, such as multimedia and voice narration, can enrich the learning experience and help students better understand texts. By using TPACK as a framework, this study aims to provide a clear picture of how technology is implemented in reading skills

instruction at SMKN 1 Percut Sei Tuan and how such technology can address the challenges faced by vocational students in understanding English language material.

This study investigates how the teacher facilitates the reading learning activity in ELT using technology. The primary objective of this study is to find out how the TPACK framework was implemented in teaching reading skills at SMKN 1 Percut Sei Tuan..

METHOD

This study employed a qualitative research design to explore the implementation of the TPACK framework in teaching reading skills at SMKN 1 Percut Sei Tuan. The participants included an English teacher and 22 students of 11th-grade from the Welding Engineering program. Data collection methods comprised classroom observations, teacher interviews, and video recordings, which provided comprehensive insights into teaching practices and interactions.

The primary instruments used were an observation checklist, interview guides, and video recordings. The checklist documented the teacher's use of technology, pedagogical strategies, and content delivery, while interviews explored the teacher's experiences, challenges, and perspectives on integrating technology into reading lessons. Video recordings captured real-time classroom dynamics, highlighting teacher-student interactions and the application of the TPACK framework.

The data were analyzed using content analysis based on the TPACK components. Observational and interview transcripts were categorized into themes such as Technological Knowledge (TK), Pedagogical Knowledge (PK), and Content Knowledge (CK). Thematic analysis identified recurring patterns and highlighted the effectiveness of the tools and strategies used. This systematic approach ensured a detailed understanding of the teacher's integration of technology, pedagogy, and content to enhance students' reading skills, providing actionable insights into the challenges and opportunities of TPACK implementation in vocational education.

FINDINGS

The findings of this study reveal how the TPACK framework was implemented in teaching reading skills at SMKN 1 Percut Sei Tuan.

1. Technological Knowledge (TK)

The teacher uses basic digital tools to support reading lessons. From the observations and transcripts, the teacher provided e-books for students to read analytical exposition texts. These e-books helped students access structured texts relevant to their lessons. The teacher also encouraged students to use online dictionaries, like Google Translate, to help them understand difficult words. This showed how technology was used to make reading easier for students.

Group work was another activity where technology played a role. Students shared photos of their group work in a group chat, which allowed them to give feedback to each other. While the teacher mentioned trying other tools like Google Classroom and Canva, they noted that students sometimes struggled with these tools, showing there are challenges

in using technology effectively.

2. Pedagogical Knowledge (PK)

The teacher's teaching methods focused on guiding students to understand the structure and purpose of analytical exposition texts. During the lesson, the teacher explained the key parts of the text, which are the statement, arguments, and conclusion. For example, the teacher asked questions like "What is the general structure of the analytical exposition?" and guided students to identify these parts in texts. This method helped students break down and understand the material more easily.

The teacher also used problem-based learning to help students think critically about texts. By asking questions such as "Who, What, When, Where, Why, and How" (5W+1H), the teacher made students focus on the text's main ideas and details. This step-by-step approach ensured that students could follow along and develop their reading skills effectively.

3. Content Knowledge (CK)

The teacher showed a clear understanding of the content by focusing on analytical exposition texts. These texts were chosen because they are part of the curriculum and help students develop critical reading skills, such as finding the main idea and forming arguments. For example, students practiced identifying the dangers of smoking from the text provided. This task encouraged them to summarize, analyze, and understand the text's message. By assigning tasks like presentations based on real-world issues, the teacher also connected reading activities to practical topics. This made the lessons more engaging and helped students see the relevance of what they were learning.

4. Technological Pedagogical Knowledge (TPK)

The teacher successfully combined technology with teaching strategies to improve the learning experience. For example, e-books were used as a resource to guide students in analyzing text structure. Group chats allowed students to share their work and receive feedback from peers. These methods encouraged collaboration and made learning interactive. However, the teacher did not use multimedia tools like videos or images, which could make lessons even more engaging. During the interview, the teacher mentioned not having tried these tools yet but showed interest in exploring them in the future. This highlights an area where teaching strategies could be expanded.

5. Technological Content Knowledge (TCK)

The teacher picked tools like e-books that matched the content of reading lessons. These e-books provided students with authentic texts at their level, making the material more accessible. The teacher also used group chats to encourage collaboration, which helped students work together to understand the texts better. While these tools were effective, using additional technology like adaptive platforms or multimedia could further support student learning.

6. Pedagogical Content Knowledge (PCK)

The teacher adapted their teaching methods to suit the topic of analytical exposition texts. By explaining the text's structure and providing examples, the teacher made the material easier to understand. Group presentations and peer questioning also helped students practice and improve their reading skills. These activities showed that the teacher effectively aligned teaching strategies with the content.

7. Technological Pedagogical Content Knowledge (TPACK)

The teacher combined technology, teaching methods, and content knowledge in a way that supported student learning. E-books were used to provide structured reading materials, and group chats facilitated interactive activities. These elements worked together to create an engaging classroom environment where students could collaborate and learn effectively. However, the use of technology was limited to basic tools. Multimedia resources, such as videos or interactive platforms, were not used but could enhance the lessons further. The teacher could benefit from exploring these tools to make lessons more dynamic and engaging.

The teacher also faced challenges in integrating technology into reading lessons. A significant issue was low student motivation. Many students at vocational schools prioritize technical subjects over English, which affects their interest in reading activities. This lack of interest often makes it difficult for the teacher to engage students fully. For example, while tools like Google Classroom were introduced, students showed reluctance to participate, leading to limited effectiveness.

DISCUSSION

The findings showcase the teacher's adept implementation of the TPACK framework in reading lessons for analytical exposition texts, effectively integrating basic technological tools such as e-books and online dictionaries. These tools ensure that students have access to structured materials and help them navigate challenging vocabulary. Furthermore, group chats foster collaboration and peer feedback, enhancing interactive learning. Despite these achievements, the limited use of multimedia and advanced interactive platforms points to a need for broader technological integration to boost engagement and cater to diverse learning preferences.

Pedagogically, the teacher employs structured approaches, such as breaking down text structures and using problem-based learning techniques like the 5W+1H method. These strategies promote critical thinking and enhance comprehension of analytical exposition texts. However, the vocational school setting presents unique challenges, particularly in terms of student motivation. Since English is not a primary focus for many vocational students, there is a pressing need to adopt more contextually relevant and engaging teaching methods tailored to their interests and career aspirations. The teacher's emphasis on curriculum-relevant content, such as analytical exposition texts, effectively builds foundational reading skills. By tying lessons to real-world issues, the teacher ensures that students see the relevance of their learning. However, introducing vocationally relevant topics, such as technical manuals or industry-specific scenarios, could further personalize

the learning experience. This approach would better align English lessons with the students' future professional contexts, bridging the gap between their technical studies and language acquisition.

When compared to prior research, the findings align with Mishra and Koehler's (2006) TPACK model, which underscores the importance of integrating technology with pedagogy to foster meaningful learning experiences. Recent studies, such as Schmidt et al. (2020), also emphasize the value of multimedia tools for improving student engagement. These parallels indicate that while the teacher effectively applies foundational TPACK principles, incorporating multimedia and adaptive technologies could elevate the teaching practices to meet modern standards. The findings also reveal discrepancies with studies in vocational education contexts. Research by Widodo et al. (2019) highlights that vocational students show greater motivation when language lessons are tailored to their technical fields. While the teacher connects reading activities to general real-world issues, the absence of industry-specific content limits the lesson's vocational relevance. Introducing reading materials tied directly to technical subjects, such as welding safety guides or industry trend articles, could address this gap, aligning the teaching with vocationally oriented best practices.

Overall, the teacher demonstrates a solid foundation in integrating technology, pedagogy, and content, creating an interactive learning environment. However, both the findings and comparisons with previous research underscore the need for expanded use of advanced technologies and vocationally aligned content. Such enhancements could improve student engagement and ensure that teaching practices are fully optimized for a 21st-century vocational education setting.

CONCLUSION

Based on the results, the researchers can conclude that the English teacher in 11th-grade students at SMKN 1 Percut Sei Tuan effectively implemented TPACK framework in facilitating reading lessons. Through the use of e-books, online dictionaries, and group chats, the teacher successfully integrates basic technology to support learning and collaboration. These tools make reading materials more accessible and encourage peer feedback, promoting a foundational understanding of analytical exposition texts. Pedagogically, the teacher employs clear strategies, such as guiding students through text structures and utilizing problem-based learning methods. These approaches help develop critical reading skills and ensure students can effectively analyze and understand texts. However, challenges such as low student motivation, limited digital literacy, and the absence of more advanced technological tools indicate areas for improvement.

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