CHAPTER I

INTRODUCTION

This chapter provides information related to the introduction of the research. It consist of the background of the research, identification of the problem, the focus of study, research questions, the aims of the research, significance of the research, theoretical foundation, previous research, frame of thought, and the research methods.

1.1 Background of the research

In digital era, the role of teachers extends beyond traditional instruction, requiring them to be adept at incorporating technology into their instructional methods. The rapid advancement of digital tools has transformed the educational landscape, offering new opportunities to enhance student engagement, collaboration, and language acquisition (Alenezi, 2023). In English as a Foreign Language (EFL) classrooms, technology can facilitate interactive learning experiences, promote autonomous learning, and provide access to diverse linguistic resources. However, effective technology integration depends on teachers' ability to align technological tools with pedagogical strategies and content knowledge, ensuring that technology serves as a meaningful support rather than a mere addition to traditional teaching methods (Artawan, 2024).

The integration of technology in education has become an essential aspect of teaching and learning in the 21st century. As technology continues to evolve, educators are required to adopt innovative approaches to deliver effective instruction, particularly in the context of English as a Foreign Language (EFL) classrooms. The Technological Pedagogical Content Knowledge (TPACK) framework, proposed by Mishra and Koehler (2006), serves as a guide for teachers to effectively combine technology, pedagogy, and subject content to enhance educational achievements. TPACK highlights the interconnected nature of three core domains Technological Knowledge (TK), Pedagogical Knowledge (PK), and Content Knowledge (CK) to foster

meaningful and technology-driven learning experiences. However, the implementation of TPACK in EFL teaching often presents challenges due to disparities in technological access, teacher readiness, and professional development opportunities. Many teachers have sufficient content and pedagogical knowledge, but they are not good at integrating technology in teaching (Muliani et al., 2024).

In the Indonesian context, the Emancipated Curriculum was introduced as part of an educational reform initiative to promote more flexible, student-centered, and contextualized learning. This curriculum encourages teachers to innovate in their instructional practices and integrate technology to meet the diverse needs of students. However, Emancipated Curriculum provides freedom for teachers to innovate in teaching methods, the reality on the ground shows that the implementation of TPACK often does not run optimally (Rofiq et al., 2024). Teachers may face difficulties in integrating technology into English language teaching, especially regarding the use of technology that supports pedagogical and content competencies simultaneously. This challenge may be caused by teachers' limited technological skills, lack of professional training, and low ompetent in utilizing technology in the classroom.

Understanding the challenges and opportunities in implementing TPACK is crucial for addressing the current gaps in EFL teaching practices. Teachers play a central role in translating curriculum policies into actionable strategies in the classroom (Darsih, 2024). Therefore, exploring their understanding and application of TPACK can provide valuable insights into the effectiveness of technology integration in achieving the goals of the Emancipated Curriculum. Moreover, identifying specific barriers faced by teachers, such as limited access to resources or lack of training, can inform targeted professional development programs and policy interventions. According to Sadiq (2024) Teachers need continuous training to improve their technology skills in order to understand and implement TPACK

successfully. Unfortunately, training programs that support teachers' professional development are often limited in both quality and quantity.

1.2 Identification of the phenomena

The researcher identifies several issues related to the phenomenon of Technological Pedagogical Content Knowledge among English teachers in the context of the Emancipated Curriculum; English Teachers struggle to integrate technology into teaching. TPACK in English teaching and learning process is not running optimally. Teacher Professional Development Limitations. By examining these issues, this study seeks to contribute to the ongoing efforts to raise the level of English language teaching in Indonesia through effective technology integration. It also explores the Technological Pedagogical Content Knowledge (TPACK) of English teachers at the junior secondary school level in the context of the Emancipation Curriculum. Specifically, this study aims to examine teachers' understanding of the TPACK framework, their ability to integrate technology into their teaching practices, and the challenges they face during implementation.

1.3 Delimitation of the Research

This research will explore how teachers integrate Technological Pedagogical Content Knowledge (TPACK) into the Emancipation Curriculum, specifically in English language classes. The research will investigate how teachers implement the three core aspects - technology, pedagogy and content - along with the challenges they face and the strategies they employ to overcome those challenges. The research will be conducted in one of the junior high schools in Kuningan Regency that has adopted the Emancipation Curriculum to ensure alignment with current education policies. The focus of this research will be limited to formal in-class activities, excluding out-of-class learning approaches, such as extracurricular, online, or hybrid teaching methods. In addition, this research will only examine teachers' perspectives, excluding students' perceptions and responses, due to time, resource and scope constraints. Therefore, this study

aims to offer a comprehensive insight into how educators combine technology, pedagogy, and subject matter in classroom practices with a particular emphasis on their strategies, challenges and efforts to successfully implement TPACK in English language teaching under the Emancipation Curriculum.

1.4 Research questions

The research questions of this research are as follows:

1. How is Technological Pedagogical Content Knowledge (TPACK) implemented in EFL classroom?
2. What are the challenges and opportunities in implementing of TPACK in EFL classroom?

1.5 Aims of the research

In relation to the research questions above, this study has two aims:

1. To explain the implementation of Technological Pedagogical Content Knowledge (TPACK) in the EFL classroom.
2. To explain the challenges and opportunities in implementing TPACK Framework in english classroom in the context of Emancipated Curriculum.

1.6 Significances of the research

The expected outcomes of this research are believed to offer substantial advantages in both theoretically and practically.

1.6.1 Theoretically

The theoretical benefits of this research include the following:

a) This study aims to enhance knowledge in the field of English language learning.
b) This study is expected to serve as a reference for future research on technological pedagogical content knowledge in English teaching and learning.

1.6.2 Practically

a) For Teacher

This study aims to offer teachers alternative learning media to help them excel in their teaching and learning activities.

b) For School

This study aims to enhance the quality of teaching among educators and contribute to improved school performance.

c) For Students

This research is expected to encourage students to have good mastery of English language skills.

d) For Researcher

This study can expand knowledge on TPACK in the context of English learning and teaching.

1.7 Theoretical foundation

This section outlines the theoretical framework that underpins the study. It provides readers with the key theories relevant to the research problem. The theories examined in this research include Technological Pedagogical Content Knowledge (TPACK), the Emancipated Curriculum, and English Language Teaching (ELT).

1.7.1 Technological Pedagogical Content Knowledge

Meaningful understanding within the TPACK framework, as explained by Mishra and Koehler (2006), arises from the dynamic interaction between technological, pedagogical, and content knowledge. This includes the ability to represent subject matter using appropriate technologies, apply pedagogical strategies that utilize technology to meet diverse student needs, and identify which concepts are more challenging or accessible for learners. It also involves understanding how technology can assist in addressing conceptual difficulties, being aware of students' prior knowledge and assumptions, and effectively integrating digital tools to enhance the learning experience.

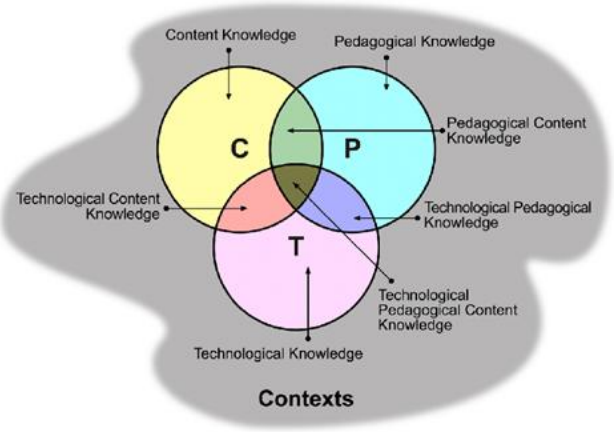

Figure 1.1 The TPACK framework by Mishra & Koehler

1.7.1.1. Technology Knowledge

Technological knowledge refers to an understanding of both traditional tools like books, chalk, and blackboards, as well as more modern technologies such as the Internet and digital video **(**Mishra and Koehler, 2006**).** This includes the ability to use and manage specific technologies effectively. When it comes to digital tools, it involves understanding how to operate computer systems and hardware, along with proficiency in using common software applications such as web browsers, email clients, and word processors. It also covers foundational skills like installing or updating hardware and software, managing digital files and archives, and keeping pace with the rapid development of technological advancements.

Technology Knowledge involves understanding the functionalities of operating systems, computer hardware, and common software applications like web browsers, email platforms, and word processors (Zamiri, 2024). Teachers must also possess the ability to install and upgrade hardware or software, maintain data archives, and adapt to the continuous evolution of technological advancements. Having robust technology knowledge enables teachers to integrate tools seamlessly into the learning process, creating dynamic and engaging classroom environments. Moreover, staying updated

with the latest technologies ensures that educators can meet the demands of 21st-century education, where digital literacy is a key competency for both teachers and students.

1.7.1.2 Content Knowledge

Content Knowledge is knowledge about the actual subject matter that is to be learned or taught **(**Mishra and Koehler, 2006**).** The subject matter that teachers are responsible for varies widely depending on students' age and the discipline being taught. It is essential that educators have a solid grasp of the subjects they teach, which includes understanding key facts, concepts, theories, and methods relevant to their field. As noted by Shulman (1986), this also involves familiarity with the frameworks that help organize and link ideas, as well as an understanding of standards for evidence and validation within the discipline. Additionally, it requires an appreciation of how knowledge is constructed and investigated within different academic areas. For example, the process of proving a mathematical theorem differs from explaining historical events or interpreting literary texts. Teachers with strong Content Knowledge can deliver lessons systematically and accurately, ensuring that students receive clear and meaningful explanations. This helps students build a solid understanding of the subject and develop critical thinking skills.

The importance of Content Knowledge lies in its role in facilitating effective and meaningful learning experiences. Teachers who possess a deep understanding of their subject can explain complex ideas clearly, connect related concepts, and adapt their teaching to suit students' levels of understanding (Thyssen, 2023). Without adequate Content Knowledge, teachers risk presenting information inaccurately or superficially, leading to confusion and hindering student learning. Therefore, mastery of Content Knowledge is a critical component of quality teaching, as it enables educators to inspire and support students in achieving a deeper understanding of the subject.

1.7.1.3 Pedagogical Knowledge

Pedagogical knowledge is in-depth understanding of teaching and learning processes, practices, and methods, as well as how they relate to general educational purposes, values, and goals. This is a generic form of knowledge that is involved in all aspects of student learning, classroom management, lesson plan preparation and implementation, and student evaluation **(**Mishra and Koehler, 2006)**.** It involves an understanding of instructional strategies suitable for classroom use, insights into the characteristics of the learners, and methods for assessing students' comprehension. An educator with strong pedagogical knowledge is aware of how learners build understanding, gain skills, and cultivate productive thinking habits and positive attitudes toward learning. Therefore, pedagogical knowledge demands familiarity with cognitive, social, and developmental learning theories, along with the ability to apply these theories effectively in classroom contexts.

1.7.1.4 Pedagogical Content Knowledge

Pedagogical Content Knowledge a vital concept for effective teaching, was introduced by Shulman in 1986. PCK involves not just mastering the content, but also understanding the most effective methods to present it, ensuring that students can grasp the material easily. In addition, PCK also includes understanding the challenges students often face and how to address them, as well as how their background and prior knowledge impact their learning process.

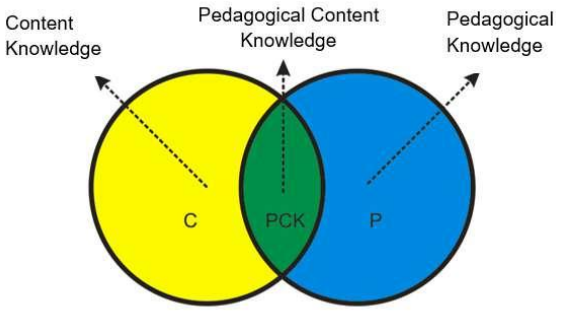

Figure 1.2 The correlation between pedagogical knowledge and content knowledge

Pedagogical Content Knowledge allows teachers to adjust their teaching methods based on students' needs and understanding. Teachers with strong PCK are able to identify what might be difficult for students to grasp and can use various techniques and materials to address these challenges (Agustina, 2015),. By understanding the content deeply and knowing how to teach it effectively, teachers can create a more engaging and meaningful learning experience for their students. This ability to adapt and refine teaching methods based on student comprehension is key to fostering a positive and productive learning environment. This is because PCK helps teachers not only understand the material but also know how to teach it in a way that students can easily grasp, making learning more effective. PCK is viewed as the most crucial because it connects subject matter knowledge with the skill to present it in an engaging and comprehensible manner for students. For instance, when teaching English, a teacher with a solid PCK not only grasps grammar but also understands the most effective ways to teach it, helping students apply the material in real-life situations.

PCK helps teachers understand the different needs of their students and adapt their teaching styles to meet those needs. It also helps teachers choose the right tools, activities, and assessments based on the students' understanding and interests. By combining what they know about the subject with the best ways to teach it, teachers can improve how well students learn and help them understand the material better. This is why it is essential for teachers to develop and comprehend PCK in order to deliver a successful and impactful learning experience for their students (Ibrahim, 2016).

1.7.1.5 Technological Content Knowledge

Technological Content Knowledge in teaching English involves understanding how technology can help deliver English language lessons more effectively and engagingly. For example, when teaching grammar or vocabulary, a teacher can use apps or software that provide interactive exercises, such as quizzes or games, which can increase student engagement (Koehler et al., 2013). Additionally, technology can be used to support speaking skills. For instance, teachers can use video conferencing or speaking apps to give students the opportunity to practice speaking English with classmates or native speakers. Through videos or recordings, students can listen to the correct pronunciation and mimic it, which helps them understand how to use English in real-life contexts. With TCK, teachers should not only have a strong grasp of the English content. For instance, using videos, podcasts, or online learning tools can make lessons more dynamic and help students better understand the material, especially in more challenging areas like listening and speaking in English.

In the context of the Emancipated Curriculum, mastering Technological Content Knowledge (TCK) becomes very important because it supports flexible and student-centered learning. Using technology effectively helps teachers create lessons that are dynamic and engaging, meeting the different learning needs of students (Molaoa, 2024). For example, digital tools like interactive simulations, multimedia resources, and online collaboration platforms can change the way content is taught and understood, making complex ideas easier to grasp. Teachers who are good at TCK know how to choose the right technology to improve teaching, making sure it helps with the learning goals rather than distracting students. As technology keeps changing, teachers also need to stay updated on new trends and think about how these changes can improve teaching and student learning.

1.7.1.6 Technological Pedagogical Knowledge

Technological pedagogical knowledge involves understanding how the use of specific technologies alters teaching and learning processes. (Chai et al., 2013). Technological Pedagogical Knowledge (TPK) entails understanding both the advantages and challenges of using technology in education, as well as how it aligns with the subject being taught. Teachers with a strong grasp of TPK know how to integrate technology into their teaching to enhance student learning and address diverse learning needs. This knowledge includes recognizing the strengths and limitations of different technological tools, applying them effectively in the classroom, and adapting teaching strategies to leverage these tools for optimal learning outcomes.

Technological Pedagogical Knowledge (TPK) helps teachers choose and use technology that fits the subject, the students' learning levels, and the educational goals. For example, a teacher might use interactive whiteboards to help students learn visually or digital simulations to explain difficult science topics (Bueno, 2023). However, it is important that teachers use technology for a purpose specifically to improve how students learn and support teaching goals, not just for the sake of using it. Knowing this helps them create lessons that are both interesting and effective in helping students learn. Since technology is always changing, teachers must keep learning about new tools and find ways to use them to make their teaching better. Digital teaching strategies use technology to help learners reach their learning goals. They should be adapted to the learners' needs and circumstances, like how much time they have and what devices they have access to. Teachers can use different digital teaching strategies, such as exploration, discussions, experiments, and feedback, to keep learners engaged and actively learning in digital environments (Son, 2019).

1.7.1.7 Technological Pedagogical Content Knowledge

The TPACK framework is crucial because it guides teachers in creating more effective and engaging lessons. By integrating their knowledge of the subject matter (content), teaching methods (pedagogy), and how to incorporate technology (technology), teachers are better equipped to design lessons that are both educational and interactive (Koehler & Mishra, 2008). For example, using videos or interactive apps can make learning more interesting and easier to understand, especially for complex topics.

Technological Pedagogical Content Knowledge (TPACK) highlights the significance of combining technological tools, instructional strategies, and subject matter expertise to improve the effectiveness of teaching and learning. This includes understanding how to effectively represent subject matter using technology, ensuring that abstract or complex concepts become more accessible to students (Morabite, 2023). Teachers must also utilize pedagogical techniques that incorporate technology in meaningful and constructive ways to promote engagement and deeper understanding. By leveraging technology, educators can address common challenges in learning, such as concepts that students find difficult, while tailoring strategies to accommodate diverse learning needs. Furthermore, teachers must consider students' prior knowledge and their understanding of how learning occurs, or theories of epistemology, when integrating technology.

1.7.2 Emancipated Curriculum

In this section, the researcher describes Definition of Emancipated Curriculum, Characteristics of Emancipated Curriculum, and English Language in Emancipated Curriculum.

1.7.2.1 Emancipated Curriculum Definition

The Emancipated curriculum is a new breakthrough in the world education in Indonesia to create transformative in learning. Acoording to Ellen & Sudimantara (2023) the emancipated curriculum comes with a new learning concepts by adhering to non-traditional learning. Therefore, the transformation in pedagogy must be newer, such as exploratory learning, holistic approaches, and focusing on the student. Looking at all aspects of a student's life is very important in this approach. In the past, schools only focused on classroom lessons and program quality. Now, a holistic approach considers many things, like applying to universities, building friendships, managing finances, finding jobs, staying healthy, planning careers, creating professional networks, and balancing family life.

The Emancipated Curriculum promotes exploratory learning, which motivates students to learn by actively engaging with their own experiences. In this approach, students freely exploring and utilizing various resources to enhance their understanding. This way, students become actively involved in their learning journey instead of just passively receiving information (Qian et al., 2021). However, each learning approach usually looks at what is involved in the learning process, not from the student's point of view. But research in neuroscience shows that students understand information based on their own experiences, not based on what the teacher experiences or any specific theory. In other words, students acquire knowledge what is meaningful to them rather than being subject to theoretical facts (Lian, 2018).

1.7.2.2 Emancipated Curriculum Characteristics

There are six characteristics of an emancipated curriculum, which are;

1. Student-Centered Approach

Constructivist theory highlights that That students acquire knowledge best when they actively participate in new concepts and build their own understanding. Rather than passively receiving information from the teacher, students participate in hands-on activities, explore ideas, and make connections to their own experiences. This method encourages deeper thinking and helps students develop a stronger grasp of the material. Vygotsky (1978) emphasizes that learning is most effective when it occurs within a student's "zone of proximal development"—the range between what they can accomplish on their own and what they can achieve with assistance. This perspective reinforces the importance of tailored support and meaningful challenges in the learning process.

A student-centered approach aligns perfectly with constructivist principles because it focuses on the needs, interests, and backgrounds of each learner. Teachers can design lessons that resonate with their unique experiences and motivations (Kerimbayev, 2023). This method not only increases student involvement but also supports the development of critical thinking and problem-solving skills. By encouraging active participation, students are better equipped to analyze situations and think creatively, enhancing their ability to navigate complex challenges both in and outside of the classroom. When students see how new information relates to their own lives, they are more likely to understand and retain it. Education should be an active, social process that prepares learners to contribute to society through practical experiences and reflection.

2. Exploratory learning

Exploratory learning is based on Experiential Learning Theory by David Kolb, which emphasizes the importance of learning through experience. According to Kolb (2015), the learning process is most effective when students engage in activities that allow them

to reflect on their experiences and apply them to new situations. In this approach, students are not just passive listeners; they actively explore ideas, conduct experiments, and learn by doing. This hands-on learning helps students build deeper understanding and make connections between theory and practice.

In exploratory learning, students take the initiative to investigate topics that interest them and make personal meaning out of their findings. This active participation supports more meaningful learning experiences and enhances critical thinking skills. By reflecting on their experiences and adjusting their understanding, students develop a deeper, more personalized understanding of the topic. A recent study by Kolb (2023) highlights that experiential learning offers students chances to practice problem-solving.

3. Critical Thinking and Creativity

Critical thinking and creativity refer to important aspects of learning that help students become independent thinkers. According *to* Critical Pedagogy by Paulo Freire, education should not just be about memorizing facts, but about empowering students to question what they know and understand. Freire (2020) believes that students should be encouraged to challenge existing ideas and look at things from different perspectives. This approach helps students think critically about the world around them and recognize the societal structures that influence their lives.

Freire's theory suggests that when students engage in questioning and creative thinking, they develop the skills necessary to address complex issues in society. This prepares them to not only succeed in school but also to contribute meaningfully to their communities (Zulyusri, 2023). By encouraging students to think for themselves and approach challenges with creativity, education becomes a tool for personal and social transformation.

4. Flexible and Adaptable Curriculum

A flexible and adaptable curriculum is grounded in Differentiated Instruction theory by Carol Ann Tomlinson. Tomlinson (2017) explains that differentiated instruction involves modifying teaching strategies. A flexible curriculum recognizes that students learn in different ways, so it allows teachers to personalize lessons to ensure every student can engage meaningfully with the material. This approach ensures that each student has the opportunity to succeed by catering to their unique learning strengths.

The purpose of a flexible curriculum is to create an inclusive learning environment where all students are appropriately challenged and supported. Tomlinson (2017) notes that differentiated instruction allows teachers to adjust the pace, content, and delivery methods based on students' needs. This flexibility helps students progress at their own speed making education accessible and engaging. By incorporating flexibility, Students are guided to become accountable for their own learning journey which can lead to improved educational outcomes and greater motivation.

5. Collaborative Learning

People learn not just through personal experiences but also by observing and interacting with others in a social environment. When students collaborate, they share knowledge, offer support, and solve problems together, which enhances their learning by exposing them to different viewpoints and ideas (Bandura, 2020). This interaction enables students to gain a better grasp of the material while also enhancing essential social skills needed for success in academics and everyday life.

The benefits of collaborative learning extend beyond academic achievement. According to Johnson & Johnson (2019) These skills are vital for success both inside and outside the classroom. Collaborative learning fosters a sense of community among students, promoting mutual support and motivation. This

environment encourages greater participation, leading to enhanced engagement and deeper, long-term learning outcomes.

6. Holistic Approach

Education should address the emotional, social, and cognitive aspects of students, acknowledging that learners are complex individuals with diverse needs and experiences. Rogers' focus on fostering emotional safety and trust in the classroom aligns with the holistic view that education should nurture all aspects of a person's growth, not just intellectual development (Rogers, 2021). A holistic approach means looking at something as a whole rather than just focusing on its individual parts. It involves considering all the interconnected factors—physical, emotional, social, mental, or even spiritual—depending on the context.

The holistic approach also emphasizes a personalized learning experience, recognizing recognizing that every student possesses distinct strengths and challenges. By addressing the whole student, this approach ensures that education caters to address the varied needs of learners, supporting their development not only academically but also emotionally and socially. Recent studies, such as those by Doud (2023), suggest that a holistic curriculum encourages students to become self-aware, resilient, and socially responsible individuals, better equipped to navigate life's challenges.

1.7.2.3 English Language in Emancipated Curriculum

The inclusion of the English language in an emancipated curriculum is essential for enabling students to communicate and participate in a globalized world. English, as a widely spoken international language, provides access to knowledge, cultures, and opportunities for individuals across the globe. According to Canagarajah (2021), the role of English is not just about learning a language but engaging with diverse perspectives and ideas. In an

emancipated curriculum, English education is seen as a tool for empowering students to think critically, express themselves, and engage in global conversations.

One important aspect of teaching English in an emancipated curriculum is the focus on communicative competence rather than just grammar and vocabulary. A communicative approach allows students to utilize language as a tool for conveying ideas, negotiating meaning, collaborating with others. According to Richards & Rodgers (2020), communicative language teaching (CLT) promotes fluency and the ability to understand and produce language in real-world contexts. This approach supports students in developing practical language skills that are essential for success in both academic and professional environments.

As the language is spoken in various regions with different dialects and variations, learning English in a global context helps students appreciate cultural diversity. Kumaravadivelu (2021) highlights the importance of fostering an intercultural perspective in English language education. By engaging with texts, media, and conversations from different parts of the world, students enhance their language abilities while also gaining a deeper awareness of global topics and various cultural perspectives.

The emancipated curriculum also emphasizes learner autonomy, encouraging Students to take charge of their own language learning. Incorporating strategies such as self-directed learning, reflection, and peer collaboration, students are empowered to become lifelong learners of English. According to Benson (2020), learner autonomy fosters a sense of responsibility and motivation, allowing students to personalize their language learning journey. This aspect of the emancipated curriculum encourages students to interact with English outside the classroom, incorporating it into their everyday activities and personal passions.

Finally, the role of technology in English language learning is increasingly significant in the emancipated curriculum. With the rise of digital tools and online platforms, students have access to a wealth of resources to practice and enhance their language skills. The use of multimedia, such as podcasts, videos, and language learning apps, allows students to interact with the language in creative and interactive ways. Godwin-Jones (2021) notes that technology plays a crucial role in language learning by providing immersive experiences and opportunities for students to practice English in authentic contexts, thus further empowering them to engage with the global community.

1.7.3 English Language Teaching

In this section, the researcher describes Definition and Theories of English Language Teaching

1.7.3.1 Definition of English Language Teaching

English Language Teaching (ELT) refers to the practice of instructing individuals who do not speak English as their first language. This communicative method was considered universally relevant, as it regarded language learners as logical individuals, aligning them with grammatical rules and native speaker standards and eager to benefit from economic opportunities through proficiency in English (Kramsch & Hua, 2016). ELT has become a vital aspect in the educational system in the world because English is used for international business, technology, and academics.

In the context of English Language Teaching (ELT) and education more broadly, globalization and modernization exert socioeconomic pressures that are often reflected in educational policies and curricula, frequently reinforcing the viewpoints of dominant social groups (Shin, 2010). As a result, ELT educators are encouraged to deeply explore students' real-life experiences and

existing knowledge. They should adopt teaching practices that are contextually grounded—rooted in specific, lived environments—where historical realities shape present experiences and influence future outcomes. Rather than treating 'context' as an abstract idea, teachers should recognize and engage with the human elements, interactions, and aspirations that shape learning (Gruenewald, 2003). Thus, ELT has various methods and approaches which are designed to fulfill learners' need in learning English from young students to adult learners.

One of the goals of ELT is to develop learners' communicative competence. In addition, learners have different aims in learning English. Thus, English language teaching should keep up with the change. The English language teaching approach has changed dramatically over the last 50 years, from grammar translation to direct method, audiolingualism, and other variations (Leung, 2005). With innovation in ELT, it will offer meaningful, engaging, and flexible learning experiences that adapt to learners' learning style and needs.

English language teaching is a process of teaching students in English, with an emphasis on increasing students' listening, speaking, reading, and writing skills. Language teaching improves learners' capacity to use language effectively and appropriately to achieve communication objectives (William & Abraham, 2009). Thus, learners can improve or master their English proficiency. Language teaching is a very different effort than creating and selling (England et al., 2023). Language teaching can not be compared to other activities because it requires skills to achieve goals in learning. Thus, in the teaching process, teachers must develop and be up-to-date with the times.

1.7.3.2 Theories of English Language Teaching

In English language teaching there are several theories. Some of which are behaviorism, cognitivism, and constructivism. In this section, researcher will explained these theories.

1.7.3.2.1 Behaviorism

Behaviorism is theory of language teaching from the works of psychologists such as B. F. Skinner and Ivan Pavlov. Behaviorism theory is a psychological that focuses on observed and measured (Ulum & Fauzi, 2023). Theory of behaviorsm views learning as a process of habit shaped by stimulus. Behavioristic learning theiry is one type of learning theory that focuses on students' behavior changes (Sokip et al., 2019). In the context of English Language Teaching, behaviorism emphasizes repetition develop language proficiency. This theory contribute significantly to develop language skills, especially in the areas of vocabulary and grammar.

However, this theory also has some weaknesses. This approach ignores internal aspects such like emotion and motivation in the learning process, as well as the impact of cognition on behavior (Ulum and Fauzi, 2023). Strategies commonly used in this theory are rewards and punishments to shape behavior. Behavior will become stronger through reinforcement and may disappear through punishment (Shofiyani et al., 2022). This theory assumes that with enough repetition and reinforcement, correct language habits will form. Although modern ELT has shifted towards more communicative and learner-centered approaches, behaviorism still plays role in areas that need accuracy, such as pronunciation, vocabulary, and grammar.

1.7.3.2.2 Cognitivism

Cognitivism is a theory that emerged as a response to behaviorisme. Cognitivism emerged as a response to dissatisfaction with behaviorist approaches in psychology and philosophy around the mid-century (Deigh, 1994). Cognitivism emphasize internal mental

process in learning. Scientific studies examine the mental processes of people, including information acquisition, sensory processing, problem-solving, and recalling expertise (Muhajirah, 2020). In ELT, cognitivist theory suggest that learners actively process information, knowledge to understand and produce language. According to social cognition theory, learning involves translating contextual elements and behavior into representations that guide future actions (Bandura, 1986). Therefore, than relying on repetition or reinforcement, cognitivism focuses on how students understand and apply language meaningfully.

This framework is categorized into two main learning theories; social cognitive theory and cognitive behavioral theory. Social cognitive theory highlights that learning primarily takes place within social environments and is largely influenced by observation of others. (Dilshad, 2017). Salkovskis (1985) explained that in cognitive behavioral learning theory, a thorough examination of cognitive and behavioral meodel leads to the conclusion that intrusive thoughts in a learner are best seen as cognitive stimuli rather that reactions. Overall, cognitivism is a theoretical basis for structured but flexible learnng environment, where understanding and mental engagement are central to language development. Thus, in the ELT, cognitivism supports teaching methods that develop students understanding.

1.7.3.2.3 Constructivism

Constructivism refers to a theory of learning that emphasizes how individuals actively construct knowledge through experiences and interactions with their environment. Constructivism suggests that learners' understandings of knowledge arise through a process of meaning-making, where individuals form personal interpretations based on their own experiences (Huber & Moallem, 2000). Constructivism promotes a learner-centered approach where students more active that teachers. Constructivism is the development of

cognitive learning which departs from assumption that knowledge is a continuous process to develop and change (Muhajirah, 2020). In this theory, learners encouraged to explore, question, collaborate, construct understanding with others.

There are three main forms of constructivism: exogenous constructivism, endogenous constructivism, and dialectical constructivism. Exogenous constructivism asserts that knowledge is acquired by individuals through their interaction with the external environment, with learning seen as a process of gradually internalizing information derived from outside sources. that knowledge is produced by reconstructing an external world (Moshman, 1982). Endogenous constructivism, often known as cognitive constructivism, focuses on how people construct their own knowledge. Dialectical constructivism, also known as social constructivism, also known as social constructivism, sees the beginning of knowledge formation as the social intersection of individual, which includes activities such as sharing, comparing, and discussing between learners and mentors (Applefield et al., 2000; Rogoff, 1990). Thus, learnes encourages to learning independently and actively explore the knowledge. Social constructivism emphasizes collaborative social engagement, whereas cognitive constructivism focuses on individual study (Applefield, Huber & Moallem, 2000). Therefore, this approach aligns with collaborative approach, project-based learning, problem-solving activities that relevant with real-world. In this approach, teachers act as facilitator to guide students in the learning process.

1.8 Previous research

There have been several researchers who conduct research with similar research topics or related to this study. They are as follows; First, the same research was conducted by Nisa, N. A. (2022), Mariette, K. S. (2022), Ashoori Tootkaboni, A., & Maghsoudi, M. (2024) & Kirana, G. D., & Nabhan, S. (2021) all examined pre-service teachers' perspectives

on TPACK. Research on the implementation of TPACK in Teaching English has been conducted by Lita, R. A., Puspitaloka, N., & Ambarwati, E. K. (2023), Iasha, I., & Hasanah, N. I. (2023), Inayati, N. (2024) & Hasriadi, H., & Nurul, N. (2023). Research on limited TPACK competencies due to insufficient professional and technological development has been conducted by Astuti (2020), Simangunsong (2024) & Widodo (2023).

In the first cluster, research was conducted by Nisa, N. A. (2022), Mariette, K. S. (2022), Ashoori Tootkaboni, A., & Maghsoudi, M. (2024) & Kirana, G. D., & Nabhan, S. (2021) all examined pre-service teachers' perspectives on TPACK. The results show that pre-service teachers have a diverse understanding of TPACK. Factors such as teaching experience, education and training influence their understanding. The study also found that pre-service teachers need guidance and support to develop TPACK skills. In its implementation, pre-service teachers need to understand how to integrate technology with the curriculum. This research contributes to the development of pre-service teacher education programs. Thus, pre-service teachers can be better prepared to face the challenges of 21st century learning. Therefore, further research is needed to develop an effective TPACK development model.

In the second cluster, research on the implementation of TPACK in Teaching English has been conducted by Lita, R. A., Puspitaloka, N., & Ambarwati, E. K. (2023), Iasha, I., & Hasanah, N. I. (2023), Inayati, N. (2024) & Hasriadi, H., & Nurul, N. (2023). investigated the effective strategies, challenges and outcomes of technology integration in English language teaching. The results show that TPACK plays an important role in improving the quality of learning. Teachers who have good TPACK skills can design innovative and effective lessons. This study also found that the availability of technology resources affects the implementation of TPACK. Therefore, it is necessary to invest in technology infrastructure. This research contributes to the development of innovative English

teaching strategies. In its implementation, teachers need to consider students' needs and the learning context. Further research needs to be conducted to develop an effective TPACK implementation model. This research also needs to consider the impact of TPACK on students' learning outcomes. In addition, it is necessary to analyze educational policies that support TPACK implementation. This can help improve the overall quality of education.

In the third cluster, Research on limited TPACK competencies due to insufficient professional and technological development has been conducted by Astuti (2020), Simangunsong (2024) & Widodo (2023). The results show that limited TPACK skills are caused by a lack of professional development and technology support. Teachers need training and guidance to develop TPACK skills. This study also found that the availability of technology resources affects TPACK ability. Therefore, it is necessary to invest in technology infrastructure. This study contributes to the development of effective TPACK development strategies. In its implementation, it is necessary to evaluate the TPACK development program. Further research needs to be conducted to develop a sustainable TPACK development model. In addition, it is necessary to analyze educational policies that support TPACK development. This can help improve the overall quality of education. This research also needs to consider the impact of TPACK limitations on student learning outcomes.

From the previous studies, there is a noticeable gap in the literature regarding the implementation of TPACK within the framework of the recently adopted Emancipation Curriculum, especially at the junior secondary school level. Previous research has mainly focused on general barriers to technology integration or teachers' perceptions of TPACK without considering the specific challenges posed by the new curriculum reform. In addition, existing research is also limited in exploring how teachers' understanding of TPACK translates into classroom practice in the Indonesian context, where education policies are rapidly evolving to meet

global standards. These gaps highlight the need for more focused research on how teachers understand and apply TPACK in real classroom settings under the Emancipation Curriculum.

1.9 Frame of thought

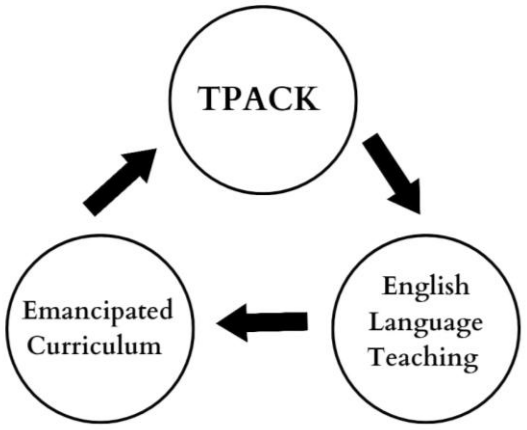

Figure 1.3 Frame of Thought

The framework of this study will be explained. This research focuses on exploring the implementation of the Technological Pedagogical Content Knowledge (TPACK) framework in English language teaching within the Emancipated Curriculum at the secondary school level. The main issue underlying this research is the challenge teachers face in effectively integrating technology, pedagogy, and content knowledge to meet the demands of the Emancipated Curriculum. Many teachers struggle to align these three components in a balanced and cohesive manner in their instructional practices. The second issue is the limited research that specifically explores the application of the TPACK framework in the context of the Emancipated Curriculum. The main focus of this research is to analyze how teachers implement TPACK in their teaching strategies.

1.10 Research method

Research methods are essential for generating research outcomes since they determine the approach employed in doing the research. They serve a

crucial role in helping the researcher address and overcome numerous challenges encountered during the study process.

1.10.1 Research Design and Steps of the Research

This study used the qualitative research approach. Qualitative research involves ongoing decision-making by the researcher, including the crucial task of thoroughly analyzing data during the initial coding phase. This stage requires careful attention to ensure that important elements within the data are not overlooked, as they may provide valuable insights related to the research question (Mirhosseini, 2020). A case study is an in-depth study of one person, one group, or one event, conducted in a real context and using various data collection techniques to understand the phenomenon comprehensively (Creswell, 2021). A case study is not meant to represent the entire population from which participants are selected.

In deciding the steps for this research, I have adopted the key steps outlined by Yin (2016) for conducting qualitative research. These steps serve as a guiding framework for exploring and understanding the educational practices within the school, while also providing a structure for assessing the impact of brain-informed pedagogy on students' learning processes, it emphasizes the importance of a systematic and structured method for collecting and analyzing data in real-life contexts. The steps in this research include the following; Defining the Research Issue, Conducting a Literature Review, Developing Data Collection, Selecting the Sample, Gathering the Data, Interpreting the Data and Reporting the Findings.

1.10.2 Sources and Types of Data

The data source of this research was taken from two English teachers at junior high schools in Kuningan. The English teachers have different teaching experiences and different ages. Interestingly, both teachers are also *guru penggerak* and one of them is active as the

head of the MGMP *(Musyawarah Guru Mata Pelajaran)* for English in his area. The selection of participants from the school was due to the relevance of educational activities in accordance with the research needs. In addition, the willingness of the participants was also a consideration in the selection of participants in this study. Participants were selected through special case sampling because participants can provide an overview of the most common experiences in the research area. It can serve as a useful alternative to random sampling while maintaining the same objectives when selecting informants and special case sampling, on the other hand, depends on the knowledge of the participants and the context (Mirhosseini, 2020).

1.10.3 Data Collection and Instruments

In this study, data collection techniques were used, namely observations, interviews and documentation. And the instruments used are observation, interviews and documentation.

1. Observation

   The observation technique was chosen in this study to gain a deeper understanding of the interactions and changes that occur in the classroom when exploring Technological Pedagogical and Content Knowledge (TPACK) of English teachers in the emancipated curriculum. Observation is one of the most effective methods for evaluating how teachers integrate technology, pedagogy, and content knowledge in real teaching contexts (Mishra & Koehler, 2006). By observing classroom practices, researchers can directly examine how teachers combine technological tools with pedagogical strategies to deliver subject matter effectively.

   The observation process employs an observation checklist to record important aspects, such as teachers' ability to utilize technology, their teaching methods, the level of student engagement, and the alignment of the content with the

emancipated curriculum framework. This study uses a non-participatory observation approach, where the researcher does not interfere with classroom activities, allowing teachers and students to behave naturally and authentically (Hofmeister, 2021). This approach ensures the collection of objective and accurate data about the integration of TPACK. Furthermore, observations provide a detailed and contextual perspective that complements interview findings. By analyzing these observations, researchers can identify patterns, challenges, and best practices related to TPACK implementation, thereby offering insights into how English teachers adapt to the demands of the emancipated curriculum.

2. Interview

The interview technique was chosen by the researcher to gain a deeper understanding of the context and background of teachers' experiences in integrating technology, pedagogy, and content knowledge (TPACK), which shape their classroom practices. Interviews allow researchers to explore the perspectives, challenges, and strategies of teachers in a more flexible manner, as questions can be adapted based on participants' responses and unclear statements can be clarified directly. By conducting in-depth interviews, researchers can uncover hidden patterns, meanings, and underlying factors that influence teachers' implementation of TPACK in the emancipated curriculum (Ayton et al., 2023).

In this study, the researcher employed a semi-structured interview method to explore teachers' perspectives on implementing TPACK in the emancipated curriculum, specifically in English classes. Researchers will ask about how teachers integrate technological tools into pedagogical strategies, the methods they use to align content delivery with the curriculum

goals, the challenges faced in implementing TPACK, and the solutions or efforts made to address these challenges. This approach enables the collection of rich and contextual data that highlights the interplay between technology, pedagogy, and content knowledge in real classroom settings.

3. Documentation

In addition to interviews and observations, documentation is also an effective method for data collection. As stated by Mirhosseini (2020), documents offer a valuable source of historical context and serve to verify information obtained from other methods, as they often contain structured data that researchers can systematically analyze. Together, these methods create a robust and multidimensional approach, enhancing the richness and accuracy of qualitative research findings.

This method not only stands on its own but also plays an invaluable role in most triangulation schemes, which involve the combination of various methodologies in studying the same phenomenon. By analyzing documents, researchers can access a range of information sources, such as students' writings analysis, providing additional context and depth regarding the subjects being studied. The use of document analysis, alongside interviews and observations, helps build a more comprehensive and accurate picture of the phenomenon under investigation, thereby enhancing the validity and reliability of the research.

1.10.4 Data Analysis Techiques

Data analysis involves the systematic process of examining and organizing data after it has been gathered in the field (Husna, 2021). The researcher converted interview recordings into written text. The researcher carefully listened to the recordings and transcribed every word spoken by both the participants and the

interviewer. This was done to ensure that the data was available in a form suitable for further analysis. After that, the researcher applied coding techniques, which involved identifying relevant data segments and assigning labels or codes to those segments. The focus was on core categories and refining the main theory or themes emerging from the data (Guest, 2020). To analyze the data more deeply, the researcher used thematic analysis, a method for identifying, analyzing, and reporting patterns or themes within qualitative data (Braun & Clarke, 2006). This approach enabled the researcher to uncover the underlying meanings behind the participants' experiences. In addition, the researcher applied data triangulation by comparing data from interviews, observations, and documents to enhance the validity and credibility of the research findings. As stated by Carter et al. (2014), data triangulation can strengthen the interpretation of results by examining phenomena from multiple perspectives.

1.11 Research Timeline

No.	Activities	Time Allocation															
		February			March				April				May				
		2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1.	Search the literature and create indicators		■	■													
2.	Making research instruments		■	■													
3.	Conducting Research				■	■	■	■	■	■							
4.	Collecting Data				■	■	■	■	■	■							
5.	Analyzing Data										■	■	■	■			
6.	Finishing Thesis Writing														■	■	