EFL Teacher's Competence in Utilizing ICT for Grammar Course in a Private Islamic University

A Thesis

Presented to the Department of English Education as Partial Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in English Education

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STATEMENT OF WORK'S ORIGINALITY

I hereby declare that this undergraduate thesis is entirely my own original work. No parts of this document have been copied directly or indirectly from another source without due acknowledgment. Proper citation has been done according to the relevant guidelines.

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The writer

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Motto

“Regardless of what you believe

Still nothing will be brought to death

Stockpiling heaven that cannot be divided

In the end, we die on our own

Fast but alone, for what?

Together but poisoning, for what?”

(UA/ UA? - Hindia)

Dedication

Praise be to Allah SWT for all His grace so that I can complete this undergraduate thesis. I would like to dedicate this work to everyone who has provided support and inspiration in my life journey. Especially to my parents, who endlessly provide love and affection, and teach the values of perseverance and hard work to their only daughter. I would also like to sincerely thank my supervisor, Dr. Rizki Farani, Spd., MPd., who has guided me with great patience, providing invaluable knowledge and insights. To my friends who have always been by my side, thank you for your togetherness and invaluable moral support. May this dedication be a reminder that every small step we take can have a big impact, and may this work benefit many people. With gratitude, I dedicate this work to all who have contributed to this journey.

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EFL Teacher's Competence in Utilizing ICT for Grammar Course in a Private Islamic University

Maulida Rahma

Abstract

This study aims to observe teacher's competence in utilizing Information and Communication Technology (ICT) in teaching English as a Foreign Language. The research design used was a qualitative approach with observation involving a teacher in higher education as a participant. The instrument used was an observation checklist based onthe TPACK rubric to assess teacher's competence in using ICT. In addition, interviews were conducted to confirm the observation results. The data were analyzed using the TPACK rubric with 4 domains: Overarching Conception, Knowledge of Student Understanding, Knowledge of Curriculum, and Instructional Strategies. With 5 scales: Recognizing (1), Accepting (2), Adapting (3), Exploring(4), and Advancing (5). The results show that the teacher's competence in using ICT is at the Accepting level, which indicates that teacher is already capable of using ICT media. However, the teacher needs to facilitate more students' interaction in designing technology-based lesson plans. The implication of this result is ICT-based lesson plans require more interactive activities.

Keywords: English as a Foreign Language, ICT, Teacher's Competencies, TPACK

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CHAPTER I
INTRODUCTION

1.1 Background

Related to the role of teachers, teachers must strive to improve competence in the learning process, starting from planning, implementation, and evaluation. Teachers must develop an active, innovative, creative and fun learning process. One way to develop active and creative learning is by utilizing ICT in learning, so that learning becomes effective and quality. Learning that takes place effectively and with quality will have implications for improving the quality of the process and student learning outcomes (Aminah,2020). The development of ICT (information and communication technology) requires teachers to build ability on using and utilizing information and communication technology (ICT) for learning purposes (Yusrizal, et al., 2017). Inconnection with the integration of ICT in the *Kurikulum Merdeka Belajar*, 2021, in Indonesia with ICT-based learning, ICT competence for learning is an integral partof all teacher competencies. Based on *Buku Panduan Operasional Kompetensi Guru* (Teacher Competency Operational Guidebook) by Kemendikbudristek, 2023, there are 2 (two) competencies related to ICT: pedagodic competence, namely utilizing ICT for learning purposes; and professional competence, namely utilizing ICT to communicate and develop oneself. ICT competencies can support needed education reforms. ICT can support the delivery of teacher professional development through e-learning. In addition, ICT can also support the provision of easily accessible information and data services about educators and education staff for making decisions on teacher

recruitment and transfer. The use of ICT integrated into active learning can also improve teacher's teaching capacities such as lesson planning and implementing active learning.

However, some educators in Indonesia are still struggling in adapting with technology innovation (Myori, et al., 2019). One of the problem is lack of ICT Training. As mentioned by Hafıfah, G. & Sulıstyo, G (2020) suggest that government should be upkeep by conducting more frequent seminars and workshops of ICT. Therefore, the teachers will gain knowledge and practical lesson for adapting technology in their classrooms.

Based on the results of Mardhatillah's research (2023), it can be seen that most teachers in Indonesia have pedagogical competence and professional competence in the medium category. Although there are more than 25% of teachers in the high category, this condition does not mean that teachers have good competence. This is because none of the regions in Indonesia met the minimum passing score for the pedagogical competency test.

This research observed the competency of EFL teacher in using ICT in English. Several studies have shown that teacher competence in using information technology and computers is very influential for the advancement of education.

1.2 Identification of problems

This study highlights issues related to teacher competence in operating ICT. Several studies have shown that teacher competence in using information technology and computers is very influential for the advancement of education. Therefore, it is important for educators and students to get socialization services around information and communication technology in the educational context.

Another learning problem with ICT is the uneven distribution of facilities and provision of educators regarding ICT.

The lack of socialization and knowledge about the use of ICT has become a research focus. Thus, this research would like to observe the competency of foreign language English teachers in using ICT. There are still many educational disparities in Indonesia, such as economic, cultural, environmental, social, mindset, and at least educational facilities and infrastructure. This influences the results of previous studies. While frameworks like TPACK exist, there is limited application of such comprehensive models in the context of EFL teaching in Indonesia. Future research could explore how TPACK can be effectively implemented to enhance EFL teacher's ICT competencies.

1.3 Formulation of the problem

Based on the background above, the authors formulate a research question as follows: "How do the competencies of EFL teacher in utilizing ICT in English language learning?"

1.4 Objective of the study

Based on the characteristics of the problem, the purpose of this research is to determine the English Foreign Language (EFL) teacher’s competencies in utilizing ICT in English Language Learning.

1.5 Significance of research

Practically, this research contributes to increasing knowledge and understanding about EFL teacher competencies in utilizing ICT in English. Meanwhile, the findings are expected to be a practical reflection for teachers in using ICT.

CHAPTER II
LITERATURE REVIEW

2.1 EFL Teacher's Competencies

Competence is a rational behavior to achieve the objectives presented in accordance with the expected conditions. Competence in a broad sense is the standard of ability needed to describe a person's qualifications both qualitatively and quantitatively in underpinning the implementation of professional duties or technical abilities (Nouvali 2015). Teacher competencies refer to the essential skills, knowledge, and attributes that educators must possess to effectively facilitate learning and support student development. These competencies are multifaceted and encompass various domains, including pedagogical, professional, social, and personal aspects. Understanding these competencies is crucial for improving teaching practices and enhancing educational outcomes (Novianti, W. (2019).

Firstly, pedagogical competence involves understanding how to design and implement effective teaching strategies tailored to the needs of students. This competency includes knowledge of educational theory, curriculum design, and assessment methods. Teachers must create an engaging learning environment that encourages student participation and facilitates learning (Rizkiani, 2022). Secondly, professional competence refers to the teacher's ability to manage the teaching-learning process effectively. This includes mastery of subject matter, ability to manage the class, and ability to utilize Information and Communication Technology (ICT) in teaching. Teachers are expected to continuously develop their professional skills to meet the growing demands of education (Selvi, 2010;

Rizkiani, 2022).

Next, social competence includes the skills necessary for effective communication and interaction with students, colleagues, parents and the community. This competency includes building positive relationships and fostering a collaborative learning environment. Teachers must demonstrate empathy, active listening, and conflict resolution skills (Gupta et al., 2010). Lastly, personality competence reflects a teacher's character traits and values. Teachers must demonstrate qualities such as maturity, stability, wisdom, and integrity. They become role models for their students and are expected to demonstrate ethical behavior and strong moral values (Rizkiani, 2022). In today's digital era, teachers must have ICT competencies that enable them to integrate technology into their teaching practices effectively. This includes using digital tools for lesson planning, delivering content, assessing student performance, and facilitating online learning environments (Sabbah et al., 2020).

2.2 Teacher's Competence Utilizing ICT

a. The use of ICT

Research from Alabdulkarim, (2020) indicates that many English teachers struggle with language competency due to various barriers, including lack of exposure and insufficient formal training. This deficiency not only affects their teaching but also hinders student's learning experiences (Susidamaiyanti et al., 2023). The ability to use technology proficiently is essential for modern educators. A study emphasized the need for teachers to be well-versed in using various ICT tools, such as digital learning platforms and educational software, which can facilitate interactive learning experiences.

Teachers who are adept at using technology can better prepare students for

the demands of the 21st century (Nugroho & Mutiaraningrum, 2020). Ongoing training and professional development are crucial for enhancing teacher's competencies in using ICT. Programs that focus on practical applications of technology in teaching can help bridge the gap between theoretical knowledge and classroom practice. Research suggests that structured professional development initiatives can significantly improve teacher's confidence and competence in utilizing ICT effectively (Purwantiningsih & Suharso, 2019; Machmud et al., 2021). An essential aspect of pedagogical competence is understanding student's diverse learning needs. Teachers must be able to adapt their teaching strategies to accommodate different learning styles and preferences, particularly when integrating technology into their lessons. Studies indicate that teachers who can assess and respond to students' prior knowledge and abilities are more successful in fostering a positive learning environment (Syahid et al., 2021; Nugroho & Mutiaraningrum, 2020).

b. Implementation of ICT-based Teaching in Indonesia

In terms of ICT competencies, *Kemendikbudristek* in 2022 formulated 2 (two) teacher competencies related to ICT, as follows: 1) utilizing ICT for learning purposes; and 2) utilizing ICT to communicate and develop oneself. ICT competencies can support necessary educational reforms. ICT can support the implementation of teacher professional development through e-learning. Apart from that, ICT can also support the provision of information services and data about educators and education personnel that are easily accessible for decision making on teacher recruitment and transfers. The use of ICT integrated into active learning can also increase teacher's teaching capacity, such as lesson planning and implementation of active learning.

Huang et. al (2019) found that EFL teachers showed varying levels of technology mania or dependence based on their age and teaching experience. Teachers who are just starting their careers and who are younger tend to be more dependent on technology compared to their more experienced colleagues. These results indicate that younger teachers have higher levels of competence and confidence in technology than older teachers. These findings support the characteristics of digital natives (Prensky, 2001), who tend to be interested in experimenting and adopting technology for specific purposes. On the other hand, for more experienced and senior teachers, confidence in their content knowledge and pedagogical skills is believed to overcome the limitations of using technology, so that they still feel capable of teaching effectively even without the involvement of technology (Huang et. al, 2019).

Whereas Artacho et. al (2020) said that digital competences are identified as a key challenge that must be addressed by the educational community. In this context, digital competence becomes a key element as a fundamental skill that must be developed by every citizen at the final stage of basic education. A study from Machmud et al., (2021) analyzed English teacher's pedagogical competencies and found that while many teachers possess good professional and social skills, there is a notable gap in their pedagogical abilities, particularly in integrating ICT into their teaching practices. This gap is especially pronounced in remote areas where access to technology and training is limited. Teachers need to enhance their understanding of how to incorporate ICT tools effectively to improve student engagement and learning outcomes (Syahid et al., 2021). Effective communication in English is crucial for teachers, as it directly impacts their ability to teach the language effectively (Susidamaiyanti et al., 2023).

2.3 The framework of TPACK

Technological Pedagogical Content Knowledge (TPACK) is a framework that emphasizes the essential knowledge teachers need to integrate technology effectively into their teaching practice. Developed by Punya Mishra and Matthew J. Koehler, TPACK extends Lee Shulman's concept of Pedagogical Content Knowledge (PCK) by incorporating Technological Knowledge (TK). The framework identifies three main forms of knowledge: Content Knowledge (CK), Pedagogical Knowledge (PK), and Technological Knowledge (TK). The combination of these three areas creates a comprehensive understanding of how to improve teaching through technology.As described the contents of the TPACK framework include the following explanations.

A. Content Knowledge (CK) refers to the teacher's understanding of the particular subject matter to be taught (Mishra & Koehler, 2006). According to Shulman (1986), as quoted by Koehler and Mishra (2009), content knowledge involves understanding ideas, theories, concepts, facts, and how to connect these ideas with existing evidence. Therefore, teachers or prospective teachers need to properly understand the subject matter to be taught in order to avoid misrepresentation or misinformation to students (Mishra & Koehler, 2006).

B. Pedagogical Knowledge (PK) is the teacher's knowledge regarding teaching processes, methods or practices (Mishra & Koehler, 2006). This includes how teachers plan and deliver material, manage the classroom environment, and evaluate student work (Mishra & Koehler, 2006; Koehler & Mishra, 2009). Therefore, this knowledge requires sufficient cognitive and social understanding so that teachers can integrate theory into classroom practice (Koehler & Punya, 2009).

C. Pedagogical Content Knowledge (PCK) refers to the integration of pedagogical and content knowledge into the curriculum. According to Mishra & Koehler (2006), PCK involves understanding the elements of content, so that EFL teachers or pre-service teachers can determine an approach that is appropriate to the content to be taught. The chosen strategy must also take into account the problem solving students face and student's initial understanding (Mishra & Koehler, 2006). PCK helps EFL teachers or prospective teachers to achieve effective teaching.

D. Technological Knowledge (TK) includes an understanding of technology, including traditional or standard and innovative technologies, and its integration into teaching practices (Mishra & Koehler, 2006; Koehler et al., 2014). Mishra and Koehler (2006) categorize standard technologies as the use of books, chalk, and blackboards, while innovative technologies involve the internet and digital video. However, TK is not only limited to the use of these technological models, but also includes the operation of software such as word processing, spreadsheets, email, and browsers. Because technology is always developing, teachers need to adapt to current developments (Mishra & Koehler, 2006). Overall, teachers are required to have this knowledge in order to adapt to technological advances and integrate it with content or assignments.

E. Technology Content Knowledge (TCK) is an understanding of the incorporation of subject matter and its integration through technology (Koehler et al., 2007). In other words, the application of technology in learning creates new characteristics of learning itself, such as using the Sketchpad Geometer to study Geometry (Mishra & Koehler, 2006).

F. Technological Pedagogical Knowledge (TPK) refers to understanding the integration of technology involving tool components, features, and strategies into

teaching. The goal is to provide teaching opportunities through the use of technology with appropriate pedagogical strategies (Mishra & Koehler, 2006; Koehler et al., 2007). Therefore, foreign language teachers or prospective teachers need to have this knowledge to apply it in the classroom.

2.4 Review of Relevant of Studies

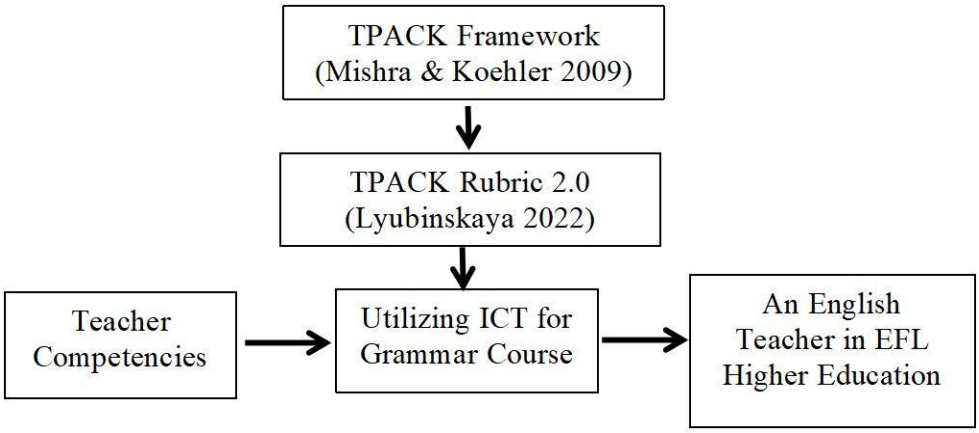
Several studies related to Teacher Competence in Using ICT in English as a Foreign Language include research conducted by Huang et. Al., 2019, with the title "Factors Affecting Chinese English as a Foreign Language Teacher's Technology Acceptance: A Qualitative Study". The reason why the author considers this research relevant is because it is similar to the writer's title and purpose are that researchers use ICT in teaching EFL. While the difference with the author's title is that the research does not use TPACK as a research guide. From the results of this research, it was revealed that English as a Foreign Language (EFL) teachers show varying degrees of dependence or inclination towards technology depending on their age and teaching experience.

Another research was conducted by Aktaş et. Al., (2020), with the title "Investigating The Impact of TPACK Development Course on Preservice Science Teacher's Performances". The reason why the author considers this research relevant is because what this research has in common with the author's title is that they both use TPACK as a research guide. Meanwhile, the difference with the author's title is that this research was conducted on science teachers and the author conducted research on English teachers. This study implies that TPACK training that covers all its dimensions simultaneously is more effective than separating it into

technology, pedagogy, and learning content training separately. Therefore, the TPACK-Development Course, which involves the application of micro teaching methods and direct experience in the classroom, has provided positive results in increasing understanding of TPACK as well as application skills for pre-service science teacher.

2.5 Conceptual Framework

As this study aims to investigate teacher's competencies utilizing ICT on Grammar course, using the TPACK rubric created by Lyubinskaya (2022) which references Mishra and Koehler's (2009) framework.



CHAPTER III
RESEARCH DESIGN

3.1 Research Design

This study employed a qualitative approach in a form of observational study. The focus of this investigation is to find out the utilization of ICT by EFL teacher in English language learning for student's comprehension. According to Creswell (2014) the qualitative approach is expressed through words, images, design, and data analysis which has its own characteristics. Therefore, researchers will present data regarding certain phenomena using words. Sugiyono (2016) states that observation as a data collection technique has special characteristics that differentiate it from other techniques. In observation, data is obtained through direct observation in the field, where this technique is used to identify supporting factors through interviews, surveys and job analysis.

3.2 Data Preparation

This research conducted at English Grammar for Written Discourse courses at English Education Department of UII. Thus, researcher chose an English teacher as a participant because she has almost four years of experience in teaching and applying ICT in English language learning. She integrates various ICT tools to enhance student engagement and teaching effectiveness, such as online learning platforms, interactive applications, and multimedia resources, to enhance student engagement and teaching effectiveness. As well as having insights into how technology supports the understanding of English language materials. Which is why her contribution is very meaningful to this research.

3.3 Data Collection and Research Instrument

In this research, researchers used structured observation to obtain data from participants about the phenomena that occurred. The main instrument for this observation is a rubric by Lyublinskaya (2022), in a journal article entitled "Analysis of Differences in the Levels of TPACK: Unpacking Performance Indicators in the TPACK Levels Rubric". The researcher chose this rubric because the rubric was inaccordance with the researcher's observation objectives. Then the supporting data from this research is unstructured interview as confirmation of the results of the rubric.

Table 3. 1 TPACK Rubric 2.0 by Lyubinskaya (2022)

	Recognizing (1)	Accepting (2)	Adapting (3)	Exploring (4)	Advancing (5)
Overarching conception	• Teacher uses instructional technology for motivation only rather than subject matterdevelopment. New ideas are presented by the teacher mostly without technology. • Technology-based activities do not include inquiry tasks. Technology procedures do not provide space for students to use or make connections.	• Teacher uses instructional technology for subject matter development. However, a larger part of technology use is for teacher's demonstrations, which include presentationof new knowledge. • Technology-based activitiesinclude confirmation inquiry tasks. Technology procedures, do not providespace for students to use ormake connections.	• Teacher uses instructional technology as a way to enhance student learning.This use of technology supports subject matter development. • Technology-based activitiesinclude structured inquiry tasks towards intended ideas. Technology procedures concentrate on English tasks that useor make connections.	• Teacher plans for instructionaltechnology to be used mostly by students who explore and experiment with technology for subject matter development. • Technology-based activities include guided inquiry tasksof high cognitive demand. Technology procedures concentrate on doing English while using or making connections.	• Teacher develops instructional technology tasks for students that provide them with deeper conceptual understanding of subject matter. • Technology-based activities include open inquiry tasks of high cognitive demand. Technology procedures concentrate on tasks that use ordevelop deep English knowledge representing connections and strategic knowledge.
Knowledge of student understanding	• Teacher uses instructional technology in a way that does not support student thinkingand learning of new content. • Digital materials onlyprovide space for student practice and drills.	• Teacher uses instructional technology in a teacher-ledstudent-follow format without focusing on students' thinking. • Digital materials for students mirror the structure of the traditionaltextbook presentation of English .	• Teacher structures students'use of instructional technology to promote student thinking of English . • Digital materials provide anenvironment for students toengage in active explorations of English with teacher guidance.	• Teacher facilitates students' use of instructional technologyto develop thinking leading to conceptual understanding of English . • Digital materials provide anenvironment for students to deliberately take language meaningful actions on English objects, but the teacher still guides students to see the meaningful consequences ofthose actions.	• Teacher facilitates students'use of instructional technology to develop higher order thinking leading to deep understanding of English . • Digital materials provide an environment for students to deliberately take English meaningfulactions on English objects and to immediately see the meaningful consequences of those actions.

Knowledge of curriculum	• Teacher selects instructional technologythat is not aligned with curriculum topics. • Students' tasks with technology do not support making connections between topics in the curriculum.	• Teacher selects instructional technology that is partially aligned with one or more curriculum topics. Technology use is not effective for the curriculum topics. • Students' tasks with technology do not supportmaking connections between topics in the curriculum.	• Teacher selects instructional technology that is aligned with curriculum topics, but only replaces non-technology-based tasks with technology-based tasks. Technology use is partially effective for the curriculum topics. • Students are given curriculum-based tasks with technology to developa basic understanding of curriculum topics with teacher guidance.	• Teacher selects instructional technology that is aligned with curriculum topics, and provides an alternative way oftopic exploration. Technology use is effective for the curriculum topics. • Students are given curriculum-based tasks with technology and are asked to expand English ideas on the basisof technology explorations.	• Teacher selects instructional technology that is aligned with curriculum topics, but also challenges the traditional curriculum by engaging students in learning different topics with technology. Technology use is highly effective for the curriculum topics. • Students' tasks with technologyfocus on deepening understanding of English concepts, and making connections between topics in and out of the curriculum.
Instructional strategies	• Teacher focuses on how to use instructional technology rather than onEnglish ideas. • Digital materials are builtaround drill and practice only.	• Teacher structures lessons without student explorations with instructional technology. The instruction is teacher-led. • Digital materials are built around delivery of information as well as drilland practice.	• Teacher uses a deductive approach to teaching with instructional technology to maintain control of the progression of the exploration activities. • Digital materials are built around English objects but do not promotestudent reflection.	• Teacher uses deductive and inductive instructional strategies that support students' thinking about English . • Digital materials are built around English objects and explicitly promote student reflection, especially the posing of questions for sense- making.	• Teacher mostly uses multiple inductive instructional strategies thatsupport students' experimentation of English ideas with instructional technology. • Digital materials are built around English objects and explicitly promote student reflection - especially the posing of questions for sense-making and reasoning, including explanation and justification.

3.4 Data Analysis

The data analysis in this research uses the model from Miles and Hubberman (1994) , data analysis has three main concepts:

a. Data Reduction

In the data reduction process, the researcher made selections and simplifications to summarize the information obtained from observations. This process took place throughout the research, with an emphasis on reducing information that was considered irrelevant or unsupportive. When observing learning activities, the researcher prioritized aspects related to the use of ICT. With this approach, the researcher was able to focus on the strategies and techniques applied to use ICT in English language learning effectively, so as to collect information that was in line with the research objectives.

b. Data Display

The way to present information in the form of descriptions or stories is data display. This is the second step in data analysis which aims to help organize information so that researchers can draw conclusions. By displaying data, researchers can determine the next steps, such as conducting additional analysis or making decisions based on their understanding of the data that has been presented.

c. Conclusion

The third activity is conclusion drawing, which takes place continuously throughout the research process. Drawing conclusions is the process of drawing content from the data collected in the form of statements that are well organized

and have clear data. Researchers continue to explore and formulate their interpretations. The researchers also includes the interpretation of the observations in their writing while documenting the results of their observations.

3.5 Trustworthiness

The researcher used triangulation as a way to check the trustworthiness of the data. According to Creswell (2013), researcher carry out specific procedures to ensure the accuracy of the findings. In this study, the researcher use methodological triangulation, such as observation and unstructured interviews. As Denzin (2009) mentioned that to enhances the validity and reliability of findings by employing multiple methods to study the same phenomenon, it is important to address biases and limitation of the study.

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter analyzes research findings relevant to teacher's competence in using ICT in learning English as a foreign language. Specifically, it investigates whether teacher's competencies are in line with the standards and levels of TPACK.

4.1 Findings

Based on observations, the level of teacher's competence in teaching English based onTPACK rubrics, is Accepting(2), which is 3 points; OC, KSU, IS. As shown in Table 4.1.a., the teacher is still active and dominant when teaching in offline meetings.

Tabel 4. 1 EFL Teacher's Competencies in Utilizing ICT on Offline Meeting

Theme	**Scale**				
	Recognizing (1)	**Accepting (2)**	**Adapting (3)**	**Exploring (4)**	**Advancing (5)**
OC		I			
KSU		I			
KC					I
IS		I			
Total		III			1

Tabel 4. 2 EFL Teacher's Competencies in Utilizing ICT onOnline Meeting

Theme	Scale				
	Recognizing (1)	**Accepting (2)**	**Adapting (3)**	**Exploring (4)**	**Advancing (5)**
OC	I				
KSU	I				
KC					I
IS	I				
Total	III				1

* Description

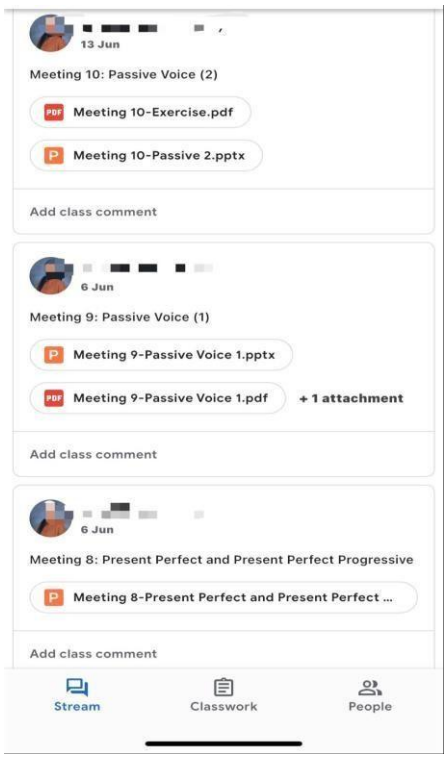
OC : Overarching Conception

KSU : Knowledge of Student Understanding

KC : Knowledge of Curriculum

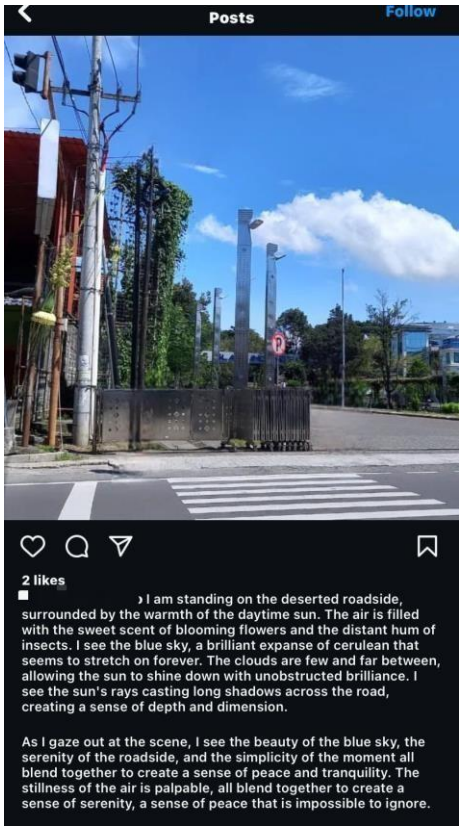
IS : Instructional Strategies

Likewise, the total calculation in Table 4.2. is Recognizing (1), which is 3 domains; OC, KSU, and IS.



Picture 4. 1 A Sample of materials uploaded in Google Classroom

Based on the teacher's ability to select learning media,teacher do not maximize the use of *Google Classroom*, the use of *Google Classroom* is only limited to sending materials and quizzes. There is no interaction between students and teachers in it. The teacher uses *Instagram* as her teaching medium. However, *Instagram* is used only for posting assignments. There is no interaction between students and teachers.



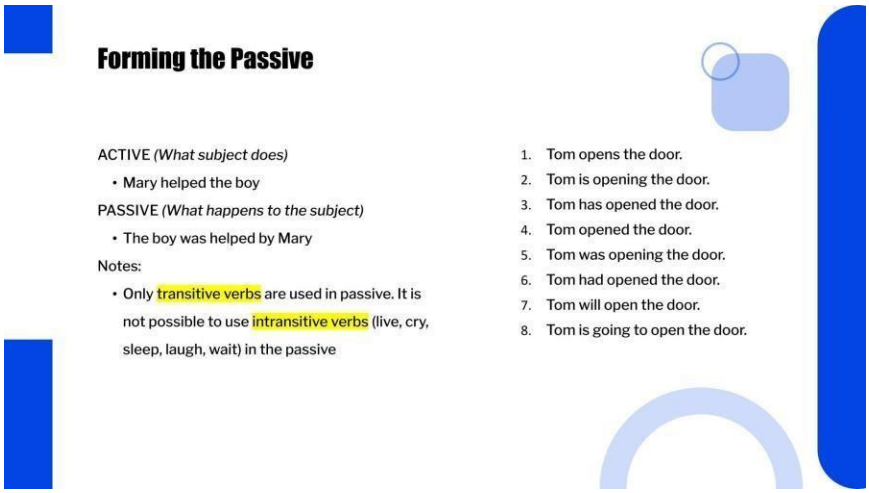
Picture 4. 2 An image of student assignments on social media Instagram

KC occupies an Advancing position(5) for both tables. This is because the Semester Learning Plan (RPS) has been rigorously considered during teacher and curriculum meetings every semester.

4.1.1 Observation on Offline Meeting

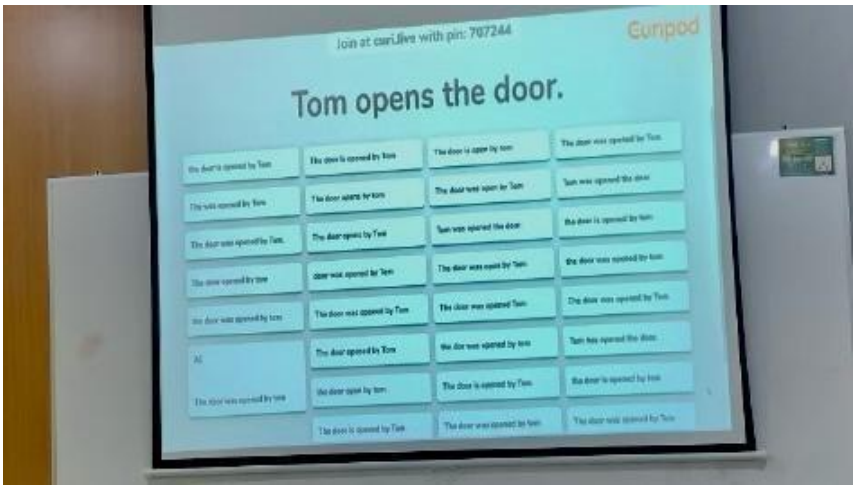
The activities carried out in English Grammar class were discussing material about Passive Voice. Before the class started, the teacher had prepared all the learning media well, such as preparing the material slides on the projector screen and preparing the blackboard on time. The teacher structures the lesson without exploring students with learning technologies. The instruction is teacher-led and the digital materials are built on information delivery as well as exercises and practice.

At the beginning of the meeting, the teacher gave one text containing the Passive Voice, then the students were asked to find out the mistakes in writing the passive voice in the text within 10 minutes. After that, the teacher and students discussed the problems contained in the text. After discussing the text, the teacher explained Passive Voice using *PowerPoint* (PPT).



Picture 4. 3 A sample of teacher's PPT slide

As a reinforcement for the Passive Voice material, the teacher was also seen several times explaining using markers on the blackboard. To build English communication interaction with students, the teacher asked questions about Passive Voice orally. However, the students were not really moved to interact with English. Therefore, the teacher gave a link to a website called *Curripod*. It is a tool for interactive learning which is used for generating visual content (Kyrpa 2024). The teacher asked the students to write short sentences about Passive Voice using the tool.

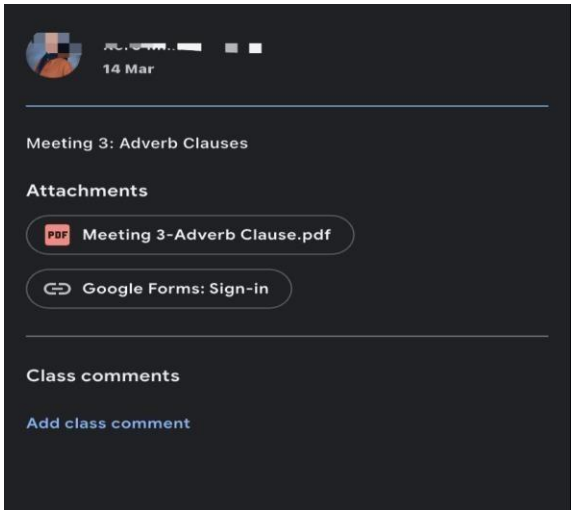


Picture 4. 4 Curipod activity

The use of this tool is to strengthen student's knowledge, whether students have understood or not about the material today. The teacher also did not take student grades in the activity with *Curipod*, she only discussed and gave feedback. After the *Curipod* activity was finished, the teacher gave drilling questions through *Google Classroom*. Not much different from the previous activity, this activity was not taken as a student assessment. It was only to measure the depth of student understanding. The class was conducive and interactive. The classroom activities were aligned with the lesson plan. However, most of the activities were still teacher-led activities. The teacher mostly leads students during learning. Furthermore, the use of technology supports learning as a daily basis learning supplement.

4.1.2 Observation on Online Activities

In any given week, there must be one online assignment given by the teacher through Google Classroom and using Google Form after the offline meeting. These assignments are designed to reinforce student's understanding of thematerial that has been taught and ensure that they can apply that knowledge in a broader context.



Picture 4.5. The use of *Google Form* for student's assignment

These assignments can vary from taking a quiz that tests understanding of basic concepts to writing a more in-depth essay on a particular topic. Using Google Classroom, teachers can not only organize and distribute assignments easily, but also monitor student progress in real-time. This feature allows teachers to provide quick and constructive feedback, as well as increase collaboration between students through discussions and comments.

In addition, the use of Instagram as an additional medium in online assignments in this class provides a new dimension in learning that is more

interactive and engaging. The teacher creates a class account on Instagram, where students are asked to post their photos or videos relevant to the theme or lesson being studied. Each post must be accompanied by a caption that is appropriate to the material that has been taught, such as the use of Passive Voice. In this way, students not only learn about grammar, but also learn how to apply it in the context of everyday life. This approach encourages students to be more creative in expressing themselves. For example, when students post photos about their daily activities, they have to think critically about how to construct sentences in Passive Voice to explain what is happening in the picture. This not only helps them understand language concepts better but also improves their writing skills in a fun way.

Furthermore, interaction on social media such as Instagram allows students to connect with each other beyond the confines of the classroom. They can provide comments and feedback on their friends' posts, creating a collaborative and supportive learning atmosphere. By seeing how their friends apply the same concepts, students can learn from each other and gain new perspectives on how to use language.

To sum up, the combination of using Google Classroom for formal assignments and Instagram as a creative platform provides a holistic and enjoyable learning experience for students. It encourages them to not only understand the theory but also apply it in real practice, making language learning more vivid and relevant. With this approach, teachers can create an engaging and effective learning

environment, where students feel motivated to learn and collaborate with each other.

4.2.3 Interview

The interview was conducted as part of the research process to strengthen and validate the data. The main purpose of this interview was to gain first-hand perspectives and experiences from relevant sources, to provide a more comprehensive and accurate picture of the topic being researched. The similar results in the observation results, the knowledge of curriculum section, that the semester Learning Plan (RPS) has been rigorously considered during teacher and curriculum meetings every semester. Based on the teacher's explanation in the interview, she explained that,

"There is already a syllabus for determining teaching materials. Then the syllabus will eventually be reduced to the RPS (Rancangan Pembelajaran Semester). There I directly plot what materials can be learned by students for one semester. Of course, the sequence of material learned by students in one semester starts from something less complex to something the most complex. Of course, the materials in grammar are materials that can also be applied in writing."

(TK/KC/5/002)

Confirmation of the observation results, in the knowledge of student understanding section that during class the teacher used several learning technologies such as Power Point and the blackboard, and the media used was diverse, as when the teacher stated that Teacher use *Google Classroom* to provide activities to practice their grammar and writing skills, along with providing books for students to read. As the reflect in the expression below.

"*Students write a paragraph and then implement all the grammar they have learned. For the platforms used, there are many, some are Google Form and Google Classroom. In Google Classroom, students work on the tasks given in the*

assignment section, making it easier for them to learn and apply the grammar knowledge they have learned." **(TC/KSU1/IS1/018)**

Another activity was when the teacher has created an Instagram account for EGWD class. The teacher asked the students to write captions for the photos they uploaded. As the reflect in the expression below.

"I ask students to post a photo and write one or more captions describing the photo. The captions must use all the grammar and tenses learned previously. I ask students to write a short paragraph that is effective in describing the photo. They had to write a caption that presented the photo well, using all the grammar and tenses they had learned. In this way, I give students the opportunity to apply their knowledge practically and creatively." **(TC/KSU1/IS1/018)**

Corroborating the observation results in online or offline meetings, on the use of learning methods and media, the use of other methods is used only when students or teacher's already feel boredwith the drilling technique. Another media chosen by the teacher is "Curipod". It is a tool for interactive learning used to generate visual content (Kyrpa 2024). As the reflect in the expression below.

"There are many platforms that teachers can use to make the class more interactive. In teaching grammar, drilling is often the method used, where students are given immediate questions to answer. This method can make students feel bored quickly. Therefore, it is important to choose a platform that is interactive and interesting, so that students can be more engaged in learning. For example, the use of quiz apps or educational games can make the classroom atmosphere more lively and fun. One platform that can show student responses or answers is Curripod. Yes, that's really contemporary. In Curipod, we can see which answers are correct and which are wrong. The wrong ones can be immediately analyzed like that. It's much more interactive than using Quizzes." **(TC/KSU1/IS1/016)**

The use of this tool was to strengthen student's knowledge, whether students have understood or not about today's material. The teacher also did not take student grades in this activity with Curipod, she only discussed the sentences that had been written by students one by one and only corrected the correct or incorrect sentences.

4.3 Discussion

Based on the results of observations, interviews, and findings obtained by researchers, it is known that the teacher's ability to use technology in offline classes is accepting. This means that teacher can apply technology quite well in the teaching and learning process. Teacher have used various teaching media such as Google Classroom to upload assignments . Google Classroom is an internet-based platform managed by *Google* as an e-learning tool (Martínez-Monés et al., 2017). The platform is designed to help teacher organize and share assignments with students digitally. Users of this platform must have a Google account. In addition, Google Classroom can only be used by educational institutions that implement Google Apps for Education (Alim et al., 2019). In combination with this, teacher also use other social media such as Instagram and WhatsApp groups. This shows that the teaching media used by teachers is diverse. It is not only limited to the blackboard and projector in the classroom but also online media used for learning at home or doing assignments. This movement towards more cooperative learning shows how well online tools enable deeper engagement when implemented correctly.

The results of this study are similar to previous results that the observation results in theclassroom indicate that the subjects' TPK (Technological Pedagogical Knowledge) level is quite good. The teacher has utilized technology to present material to students in an engaging manner, allowing them to actively participate in class (Nurdin, et.al (2023). The data indicates that although participants expressed various benefits, they also mentioned several obstacles, during the interviews. The identified benefits include technology that supports the teaching and learning process, promotes a student-centered approach to learning, and enhances creativityreflected in the domains of Skill Type (TK) and Process Skill

Type (TPK) during the teaching and learning activities (Mukminin, et. al 2020).

However, teacher do not maximize the use of Google Classroom, Google Form, Instagram, and WhatsApp. The use of these media is only limited to sending materials and quizzes. It was also found that unfortunately student participation was not maximized because the teacher only used all of these media only for doing assignments. Students only interacted a little with either the teacher or classmates. My findings are consistent with previous findings, that digital materials only support practice and drills. In the example lesson, the online quiz only served as a basic assessment tool, which did not provide meaningful feedback for students (Lyublinskaya, 2022).

In contrast to these results, the results of other previous studies suggest that the TPACK development course (TPACK-DC) has many positive benefits on the development of pre-service teacher' (PSTs') abilities in TPACK and other aspects. First, the course improved TPACK skills by allowing pre-service teacher to link pedagogical knowledge (PK), technological knowledge (TK), and content knowledge (CK) that previously could not be linked together. Secondly, the results showed an improvement in the pre-service teacher' knowledge and practical skills in terms of engaging students, creating a student-oriented classroom atmosphere, using appropriate techniques to tackle difficult concepts that students need to understand, managing the classroom well, and guiding when teaching with technology (Aktas, 2020). In general, teacher can present lesson content easily by using the TPACK framework. Due to the methodical and controlled nature of the learning process, students can also hone their critical thinking skills and learning motivation by using the TPACK framework (Savitri, et.al 2024).

Despite the positive impact of TPACK, teacher still need to consider student's motivation and student's engagement. teacher need to increase student involvement or participation in activities both offline and online. This shows that adding organized activities without changing teaching strategies is not enough to engage students. This is not in alignment with previous research, that with the TPACK framework, teacher can identify student’s areas of interest and influence their behavior as they learn. They develop enthusiasm, motivation and curiosity. The TPACK framework also provides better structure and direction for the learning process (Savitri, et. al 2024).

In fact, this shift towards more cooperative learning shows how well offline and online tools can enable deeper engagement when implemented correctly. However, the issue of varying levels of digital literacy among students is clear. Some students experience technological issues or a lack of knowledge about the tools being used, hindering their capacity to fully engage. In essence, the bottom line is that this research shows that although teacher are making progress in introducing technology into EFL learning, major difficulties still remain. All of this goes back to Mishra and Koehler (2006), as the inventors of TPACK. The success of implementing TPACK is strongly influenced by the interaction between the various elements involved in the learning process. This interaction includes the relationship between teacher and students, as well as between students and the material being taught. This shows that good communication and collaboration in the classroom are essential to create an effective learning environment.

CHAPTER V
CONCLUSION AND RECOMMENDATION

Observation and interview data show striking variations in teacher use of technology in English as a foreign language education. This indicates that teachers are still at the Accepting level, which means that teachers can utilize technology quite skillfully in teaching and learning activities. Teacher have used many teaching media such as Google Classroom and social media. The learning that has been carried out is also quite interactive even though the teacher still dominates it.

Teacher should continue to develop her TPACK knowledge and skills and get the necessary guidance to maximize the use of technology in the classroom. Then teacher also need to consider lesson plans using technology to build student-peer interaction. In addition, it is also necessary to build student's critical thinking, one of which is by giving each student a high literacy spirit.

To improve teacher’s understanding and ability related to TPACK (Technological Pedagogical Content Knowledge), various trainings can be conducted. One of them is the TPACK-based lesson plan design workshop, where teacher learn to integrate technology, pedagogy, and content through applications such as Google Classroom. The TPACK introduction session provides an in-depth understanding of the interaction between technology, pedagogy, and content knowledge. Then, it trains teacher in creating lesson plans that facilitate student interaction. Teacher need to identify clear learning objectives and plan appropriate

interactive activities, such as group discussions or multimedia presentations. In addition, it is important to plan time for students to actively participate. Although learning media such as Google Classroom and Instagram have been used to support this process, it would be better if students interact with each other in online activities. For example, in the task of posting photos on Instagram, students are asked to leave comments on their friends' posts to build interaction. Similarly, with Google Classroom, it would be more fundamental if students are asked to comment every time the teacher gives an assignment. So at least, there is interaction between students and teacher, and students with students.

The limitation of this study is that observations and interviews were conducted only in one location, one for online and another one for the offline meeting. Therefore, the data in this study may not describe comprehensively about the teacher’s competence in utilizing ICT for Grammar Course. Additionally, the data may vary for different settings and locations. Further research should be done with more observations in the classroom both in-online and offline setting in order to gain more valuable and comprehensive result.

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APPENDICES

APPENDIX I

CONSTRUCT	THEME	SCALE	CODES
Teacher Competencies in Utilizing ICT	Overarching Conception	Recognizing (1), Accepting (2), Adapting (3), Exploring (4) Advancing (5)	TC/OC/1/001
	Knowledge of Student Understanding		TC/KSU/1/001
	Knowledge of Curriculum		TC/KC/1/001
	Instructional Strategies		TC/IS/11/001

CODING SAMPLE	MEANING
TC/OC/1/001	TC is Teacher Competencies OC is Overarcion Conception 1 is scale or level 001 refers to line from the transcript interview

APPENDIX II

Data Transcription

Participant : Miss R

Time : 09.00 - 09.18 AM

Date : 6 June 2023

Place : English Education Department of UII

M : Interviewer

R : Respondent

Sub	Line	Transcription	Coding	Codes
M	001	How do you determine the teaching materials?		
R	002	Okay, determining the teaching material actually there is already a syllabus. Then the syllabus will eventually be reduced to the RPS. Now there I directly plot what materials can be learned by my fellow students for one semester. Well, of course the sequence of materials learned by friends in one semester starts from something less complex to something the most complex so and of course the materials in this grammar are materials that exist and can also be applied in writing so like earlier we learned about passive voice which passive voice must always be used in the writing process, whether it's writing what kind of paragraph so there must be something called passive voice so that's why at the beginning I gave a paragraph so. I give a paragraph and then I give a question, yes it's like a writing question and then the answer to the question is written using I ask my fellow students to analyze the	KC/5	TK/KC/5/002

		structure and also the tenses used in the answer sentence then they can conclude oh that's the passive voice and from there they can conclude oh the structure is like that and then after that I review it so how do I determine the teaching material let me confirm something teaching material for one semester or teaching material from one year?		
M	003	From one semester of Miss		
R	004	Means my answer has answered		
M	005	Yes Miss, for the second question, how is your teaching strategy? For example, in determining tomorrow or the day after, and the next meeting to teach?		
R	006	So the materials that I will convey in one semester have been listed in full from the first meeting to the second meeting to the last meeting later in the RPS so for example in the ninth meeting I want to teach or not, look at the RPS. then then there is already about passive voice like that and then because this passive voice has a lot of forms because after all the passive voice follows the tenses used so one meeting is not enough like that so that's why in the next meeting, the tenth meeting, I still use passive voice as material and it's already listed in my rps so I follow the rps, the rps is the semester learning plan.	KC/5	TC//KC/5/006
M	007	Does it mean that the RPS has also been previously selected by RAPRODI?		
R	008	Yes, so at the beginning of each semester before the semester is carried out so we have something called raprodi well there in one raprodi we usually collect the rps that we have compiled for one semester of learning well there we will present it okay in front of other teachers. Well if indeed the material is appropriate and also relevant so then from that the material that we	KC/5	TC/KC/5/008

		propose to teach one semester is usually immediately approved directly verified so by the raprodi by the raprodi secretary but if for example yes there is this material or some material that has been taught in the previous grammar class or it seems very fitting if it is taught in the grammar class. or if in this semester we have english if in the odd semester yesterday we had english grammar for media discourse like that well then we can revise it okay so the rps must be collected presented evaluated then revised well the final results of the revision are what we will make a benchmark as our plan for this semester.		
M	009	In the middle of the semester, is there ever a change in the curriculum?		
R	010	Curriculum changes, yes. But If in the middle of the semester, then we have a curriculum connection, then we immediately apply the curriculum, oh it's not very easy for the curriculum. When there is a change it can only be applied in the next semester or rather in the next school year.	KC/5	TC/KC/5/010
M	011	That means it's not sudden, miss?		
R	012	It can't be sudden so if the curriculum is something very big so when we want to implement it, it literally has to be started in the new semester or in the new school year. So if in the middle of this yesterday our new curriculum was already finished, then in the middle of teaching or in the middle of a meeting, for example, suddenly switch to the new curriculum, no.	KC/5	TC/KC/55/012
M	013	Miss, have you ever during the teaching process or operation during certain meetings and then I like to change the grass or the series of materials?		

R	014	For example, in other classes, when I feel that my fellow students have not mastered the material that I conveyed at the seventh meeting. Then they are still very difficult. I can't immediately switch to the eighth meeting later I can't immediately switch to the next material because even in the seventh meeting material they still don't understand. that I can just extend the number of meetings from one meeting to more than one meeting. Just because I just want to make sure that all of my students really comprehend and also they really understand well. About the concept, about the theory that is being explained in the previous materials So once they have already mastered like that, then it's on to the next material. So almost all of the list of materials or the list of materials that I compiled in the RPS. In fact, like almost all of the materials that I have already listed, they were executed well. So there is no single material that is left or not explained. after all, it is already full of me to organize the class like how So the RPS document at the beginning did not exist. But it has been evaluated, revised and also approved. If later in the middle of the process I have changes because I have to adjust to the conditions of the students. well that's my prerogative it is entirely my responsibility, then But I have to make sure.	KC/5	TC/KC/5/014
M	015	How do you determine the right media for learning?		
R	016	There are a lot of laws, especially for grammar classes, yes, grammar classes are the same challenging classes. Because friends here learn about foreign language grammar and then in Indonesia there are no tenses, there is no way they have to learn about tenses. So by listening to okay, this grammar	KSU/2 IS/ 1	TC/KSU2/IS1/ 016

		class is already challenging and already self-motivating like that maybe from students. Then increasingly here, the name ai is spreading. And there are so many platforms that can be used by teachers. To make the class more interactive, well, the grammar class still looks drilling. Yes drilling, we are drilling. For example, give questions directly. Then they answer it, it will be really bored so for example, we always choose what platforms are very interactive that can also be made like for example today. For example, I want to analyze whether or not the children can convert active sentences into passive sentences, well one of the platforms that can show responses. or can show the answers to friends, right, curipod, yes, that's really kinian, yes, it looks really good, then in the curipod we can see it. Oh which ones are the right answers, which ones are wrong, the wrong ones are analyzed so well it's much more interactive than I use quizzees if quizzees are directly questions. Directly the question then the answer I can't see what the children's answers are and then if the kahut also if the kahut is usually in an optional form. Well, I also don't know whether or not they can process this to change the active sentence to the passive sentence like that so it depends on the needs, my needs earlier were because I have already understood that my students have already learned about the passive voice in the past like that, so I want to refresh them because they can apply the passive voice. Then write the passive voice like I used curipod earlier but for example my need is only to check their comprehension. Usually I use kahut pun or use quizzes that can also be used.		

M	017	What platform do you use?		
R	018	Using google forms There is then using google classroom In the assignment section there is And I like it the most using instagram. So I created an account for my EGWD classes EGWD class And then some time ago Oh yes the closest time to post a photo or several photos I asked them to write down a caption. Where the caption describes the photo that they have uploaded and it must use all of the grammar and also the tenses that they have already learned before. So this one So the students posted you know like the caption Right And they should like create like a paragraph. This is completely like a short paragraph And then they need to what is it Write down a caption using all the grammar and also the tenses that they have already written. This caption should be best to present the pictures they have already uploaded. Yes So the grammar can be written too.	KCU/1 IS/2	TC/KCU1/IS1/018
M	019	Does this mean that this account can be accessed by one class?		

R	020	so I give the password to everyone. I think it would be better if I provide like one specific account for my class and then the students can upload every single assignment that I ask them to do in this account. That is simpler and more efficient I think. This is the most recent one given to friends who upload videos and then make captions. So the grammar they use is applicable. It's not just practice because at the end of their project they will not be the ones filling in the dots or answering a question like that, so for example, it was really contextualized for the final exam yesterday. So I provide a context like this. Then I provide them with questions that they can make the guide. Then they can choose one of the contexts. Then they have to implement the grammars or tenses that they have learned. The more varied tenses and grammars they use, the better the score.	OC/1	TC/OC/1/020

APPENDIX III

Categorizing the data

Observation Checklist on Offline Meeting

	Recognizing (1)	Accepting (2)	Adapting (3)	Exploring (4)	Advancing (5)
Overarching conception		☑			
Knowledge of student		☑			
Knowledge of curriculu					☑
Instructional strategies		☑			
Total		3			1

Observation Checklist on Offline Meeting

	Recognizing (1)	Accepting (2)	Adapting (3)	Exploring (4)	Advancing (5)
Overarching conception	☑				
Knowledge of student	☑				
Knowledge of curriculu					☑
Instructional strategies	☑				
Total	3				1