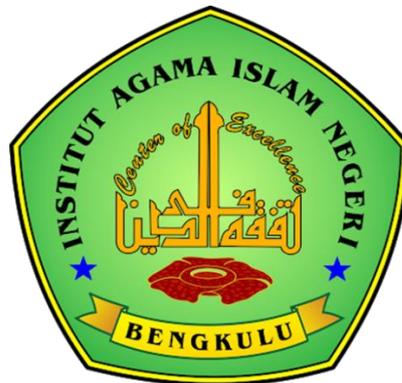


**TEACHERS' TECHNOLOGICAL PEDAGOGICAL CONTENT
KNOWLEDGE (TPACK) IN TEACHING EFL LEARNERS
DURING COVID-19 PANDEMIC
(A Comparative Study between Rural & Urban Teachers)**

THESIS

**Submitted in Partial Fulfillment of Requirements in Achieving a Bachelor of
Education Degree
In Study Program of English Education**



By:
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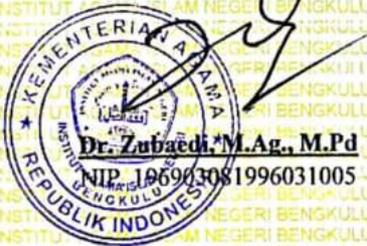
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DEDICATION

With gratitude and all my love, this thesis is dedicated to:

- Both of my unconditional love, my beloved parents, Mr. Arianto, and Mrs. Mutiah, thank you very much for your support, pray, and patience to make my dream come true. You are the greatest gift that Allah sent to me.
- My beloved sister Febi Nur Aini. Big thank for your help, advice, support, and kind attention to motivate me during my education. I am so be proud of having you all in my life.
- My Supervisor I, Feny Martina, M.Pd and Supervisor II, Zelvia Liska Afriani, M.Pd. Thank you very much for your suggestions, corrections, and ideas during the process of writing this thesis.
- All lecturers of Tarbiyah and Tadris Faculty, Especially in English Education Study Program. Thanks for everything that you gave to me.
- My best friends Artin Kunarsi, Aniza Putri, Ellyza Nurjannah Lestari and Bella Agustini. Thanks for accompany me and support me doing this thesis.
- My ESCO family, especially for Raye, Ori, Veza, Ilham, Andre, Mala and Mira, thank you very much for all yours motivation and support.
- My lovely home Innefable Class 17.
- All members of English Department 2017.
- For English teachers of 7th grade of SMP N 8 Bengkulu Selatan and SMPN 5 Kota Bengkulu.
- My beloved almamater IAIN Bengkulu.

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled “Teachers’ Technological Pedagogical Content Knowledge (TPACK) in Teaching EFL Learners During Covid-19 Pandemic (A Comparative Study between Rural & Urban Teachers)” is my real masterpiece, the things out of my thesis has discrepancies, I am willing to take the academic punishment in the form of repealing my thesis and academic degree.

Bengkulu, 2021
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ACKNOWLEDGMENTS

Alhamdulillah, all praises to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled: “Teachers’ Technological Pedagogical Content Knowledge (TPACK) in Teaching EFL Learners during Covid-19 Pandemic: A Comparative Study between Rural & Urban Teachers”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express his deepest thanks to all of those who had helped, supported, and suggested during the process of writing this thesis. This goes to:

1. Prof. Dr. H. Sirajuddin, M.Ag, M.H, the Rector of IAIN Bengkulu.
2. Dr. Zubaedi, M.Ag, M.Pd, the Dean of Tarbiyah and Tadris Faculty.
3. Dr. Kasmantoni, M.Si, the head of Tadris Department.
4. Feny Martina, M.Pd. as Chief of English Education Study Program of IAIN Bengkulu.
5. Supervisor I, Feny Martina, M.Pd and Supervisor II, Zelvia Liska Afriani.
6. All English lecturers and administration staffs of IAIN Bengkulu.
7. The big family of SMPN 8 Bengkulu Selatan and SMPN 5 Kota Bengkulu.
8. All of my best friends, especially in English Program of IAIN Bengkulu 2016.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Bengkulu, 2021

The Researcher

ABSTRACT

Septian Nur Aryati, 2021, Teachers' Technological Pedagogical Content Knowledge (TPACK) in Teaching EFL Learners during Covid-19 Pandemic: A Comparative Study between Rural & Urban Teachers. Thesis English Education Study Program, Department of Tadris, Faculty of Tarbiyah and Tadris, State Institute of Islamic Studies (IAIN) Bengkulu.

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This study aims to identify and describe the implementation of teacher pedagogical content knowledge (TPACK) technology in EFL learning during the Covid-19 pandemic in two different school areas (rural and urban). The method used in this research is comparative descriptive. The sample consisted of two English teachers from each school in rural and urban school areas (Junior High School 8 Bengkulu Selatan and SMPN 5 Bengkulu City). Data collection techniques are observation, interviews, and documentation. The results of this study indicate that urban teachers have higher TPACK levels than rural teachers where they can operate technology variance and manage classes in teaching English during the Covid-19 pandemic, namely online learning applications such as Zoom meeting, WhatsApp, Google Classroom, Edmodo, Quizziz, and the YouTube app. They have done quite well in the teaching and learning process. Otherwise, rural EFL teachers have insufficient TPACK. Teachers do not yet have sufficient knowledge about technological advances for online learning, this is due to lack of time to plan technology lesson plans, lack of technology training, and limited supporting facilities and infrastructure such as limited internet network availability and electricity supply disruptions. Although teachers in rural and urban areas have never implemented an online learning system in the previous school year, they have different abilities in dealing with problems in implementing this kind of learning system.

Keywords: *TPACK, Urban, Rural, E-learning, Covid-19 Pandemic*

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CHAPTER I

INTRODUCTION

This chapter presents an introduction which includes an overview general in the preparation according to the title. The researcher arranges the chapter from a summary of each content from chapter by chapter which is divided into five chapters, namely background of the study, identification of the problems, limitation of the problems, research questions, research objectives, significance of the research and definition of key terms.

A. Background of the Study

Since the Covid-19 pandemic hit the world in 2020, schools have been closed, and students' schooling has been relocated to their homes. In this regard, Mr. Nadiem Anwar Makarim, Minister of Education and Culture of the Republic of Indonesia, issued Ministerial Circular Number 2 / SE / 2020 in the field of education, which asks students to study from home (SFH) and essentially keeps the class going. This regulation asked students to study from home (SFH) and basically keep classes going. The transition of the real teaching-learning process into the virtual classroom in the classroom context is the culmination of the government's attempts to keep COVID-19 from spreading to university populations and local communities. As a result, the teaching and learning processes in various Indonesian regions (rural and urban) have been transformed to online learning.

The online learning indicates that it is critical for teachers to understand technology, pedagogy, and education at this time. Teachers can remotely teach students using technologies that allow synchronous and asynchronous communication with the entire class, group, and individual student or youth; access to learning resources; and collaborative and creative activities. However, it is a significant challenge, especially for rural teachers who are not accustomed to it. For teachers who are not linked to the internet, issues such as a poor signal or a lack of a power source may interrupt the teaching and learning process.

According to the legislation No. 37 of 2010 issued by the Head of the Central Bureau of Statistics on the division of urban and rural areas in Indonesia, A countryside operational area is called rural if it does not fulfill those criteria in terms of population size, number of farming households, and a number of public utilities such as formal schooling, public health, and many more. In addition, the regulation specifies that an urban area may be defined as a township residential division that meet specific criteria in terms of population size, ratio of farm producers, and an amount of public centres such as formal schooling, public health, and etc.

Similar conditions also happen in Bengkulu. Bengkulu is a province that consists of rural and urban regions. One of the rural regions in Bengkulu is Tanjung Besar. Tanjung Besar is one of the villages in Kedurang, district, South Bengkulu Regency. It has to spend about 173 km from the city center (PERBUP Bengkulu Selatan No. 20 2017). Supported by data from the South

Bengkulu National Bureau of Statistics in 2018, there are 8038 residents with a land area of 58.20 hectares in Kedurang. This shows that the population density in Kedurang is quite large. In addition, the majority of the populations in Kedurang work as farmers, followed by employees of palm oil factories, construction workers, traders, and very few people who work as civil servants.

In term of public service aspects, Kedurang does not have adequate health facilities because there is no hospital and only has one public health center and three polyclinics. Moreover, in educational facilities, there is only one junior high school, SMP Negeri 8 Bengkulu Selatan, which is located on Tanjung Besar Street, Kedurang, South Bengkulu, Bengkulu Province. Students who attend SMP Negeri 8 Bengkulu Selatan are the majority of native Kedurang people. Based on Ministry of National education of Indonesia Regulations No. 14 in the year 2018 regarding zoning systems in new student admissions, the school must at least accept prospective students at least 90 percent who enroll within a certain distance of the school's nearest zone. Subsequently, the students who study at SMP Negeri 8 Bengkulu Selatan are the children who live near the school or can be called as rural students.

The opposite condition occurs in Pagar Dewa, Bengkulu city which is considered as an urban area. Pagar Dewa is a Sub-district located in the Selebar district, Bengkulu. It located in the city center. According to data obtained from the Bureau of Statistics of Bengkulu (2018), the density in Pagar Dewa is quite low with a land area of 8,730 hectares capable of accommodating a population of 4,221 thousand inhabitants. With such a low

population, the majority of them work as civil servants, followed by industrial workers and only few people working as a farmer. The facilities in Pagar Dewa are also quite adequate. For facilities in the health sector, there are 1 health center and 10 polyclinics in Pagar Dewa. In addition, for educational facilities, There are five kindergartens, six primary schools, one junior high school, and one senior high school in Pagar Dewa. The only junior high school in Pagar Dewa is SMP Negeri 5 Kota Bengkulu. It is located on RE Martadinata street number 5, Pagar Dewa Kota Bengkulu.

Similar to the rural school, the urban school also uses zoning systems as regulated the policy of the Ministry of National education of the Republic of Indonesia number 14 of 2018, students in preschools, primary schools, secondary schools, vocational high schools, and other similar types, schools controlled by local authorities shall recognize potential students who reside within the radius of the nearest region of the school, at most 90% (ninety percent) of all students who applied were accepted. Regarding zoning systems in new student 4 admissions, students who attend SMP Negeri 5 Kota Bengkulu are the majority of native Pagar Dewa people or can be called as urban learners.

In line with the minister of education's decision regulating changes in the learning system from home, every school is currently carrying out learning from offline to online, including schools in rural and urban areas. The differences in facilities owned by each region have an effect on the classroom learning experience. The school's facilities in urban areas are very capable of

carrying out online learning, such as the sufficient number of media (computers) and the availability of internet connection (WiFi) and the availability of electrical energy. Furthermore, in urban areas school, both educators and students are considered to be quite literate about technology, so that the problem when the learning system changes to online is that they are quite alert and ready for these changes.

Meanwhile, school facilities in rural areas tend to be inadequate, such as the lack number of computers, WiFi and even electricity facilities which often experience problems. The difference in the ability of students and teachers about technology with urban areas is also an obstacle when implementing an online learning system. Therefore, at the time of the Covid-19 pandemic teaching English as foreign language (EFL) is quite difficult to do since this pandemic has rapidly influenced the nature of teaching and learning across all educational aspects around the world. There are lots of competencies that teachers must have, plus in this current pandemic that forces every teacher to master technology, one of those is TPACK (Technological Pedagogical Content Knowledge).

According to the TPACK concept, Harris, J., Mishra, P., and Koehler, M. (2009), technology incorporation is viewed as a complicated multidimensional mechanism that necessitates an appreciation of the mutual complex interaction between three knowledge bases: pedagogy, content, and technology. The TPACK structure contains seven structures. They are as follows: (1) Content knowledge (CK), also known as subject matter

knowledge, (2) Technology knowledge (TK), also identified as knowledge of different technology, (3) Pedagogical knowledge (PK), also defined as knowledge of classroom instruction or strategies (4) Technological content knowledge (TCK), that refers to subject knowledge provided by the use of technology, (5) Technological pedagogical knowledge (TPK), which corresponds to knowledge about the use of technology to apply variety of teaching methods, and (6) Pedagogical content knowledge (PCK), which relates to knowledge of teaching methods for various forms of subject material, and (7) Technological pedagogical content knowledge (TPACK), defined as knowledge of how to use technology to apply teaching methods for various types of subject material.

Several researches on teacher pedagogical knowledge and a comparative analysis of English literacy in rural and urban areas have been conducted. The following section discusses some of the findings, beginning with Rahmat, A., and M. Akbar's "A Comparative Analysis of English Learning Motivation among Rural and Urban Students" (2019). Second, in 2016, Yudi et al. published Indonesian EFL Teachers' Application of TPACK in In-Service Education Teaching Practices, and Aniq and Drahati published Investigating EFL teachers' perspectives on their TPACK development: how EFL teachers perceive seven domains on the TPACK system in 2019.

Further, a pre-observation in SMP Negeri 8 Bengkulu Selatan has been conducted on 19 February 2021, with several problems identified, they are: first, the teachers' lack knowledge of technology. For example, the teachers got

problems with using Google classroom, setting up Zoom meeting, and operate other applications. The teacher still experiences several obstacles in the process of implementing teaching strategies and sometimes finds students do not understand the material or instructions conveyed during online learning. This can be due to the different abilities of each student, the teacher's monotonous strategy, too many assignments for students, and the teacher does not make interesting videos or creative teaching. Besides, during the interview, the English teacher said that she could only use WA to deliver lessons, namely by sending course materials in the form of pdf and also having difficulty with more complex teaching applications, such as google classrooms or zoom.

Second, on learning media tool such as laptops or smartphones, students who do not have these learning media are forced to buy new ones or borrow from neighbors. Then, the next problem is in the demographics, which are located in rural areas and often cause them to experience the problem of internet connection instability and electricity problems such as occasional blackouts during teaching-learning process. Furthermore, focusing on the school's track record of student achievement, it was identified that some students got grades below the minimum student's criteria of mastery learning (KKM). Compared to the previous academic year, the achievements of the students during the learning in pandemic time was relatively lower. It was because the students did not understand well the lesson delivered through online system.

Otherwise, compared with the results of researchers' pre-observations on January 29, 2021 with one of the English teachers and students from (urban school) SMP Negeri 5 Bengkulu City, it is known that the main factors that greatly influence the learning process online are Pedagogical content knowledge which is the first factor includes student-centered learning, the role of teacher as facilitator, and knowledge integration. First, the teachers have very limited time in preparing and / or adapt offline learning material to online. Second, lack or limited opportunity teachers and students interact directly and freely during online learning resulting in disruption of the learning process. Third, the use of a pedagogical approach effective requires more effort in motivating and activating students in learning online.

The next factor is communication tools, such as cellphones, laptops or computers, which has advanced features. The weak quality of the internet network prevents this online learning process from running optimally. As a result, some students have difficulty understanding the subject matter given. This online learning process also makes it difficult for teachers to measure the extent to which these students understand the material provided. Otherwise, related on the school's proven record of student achievement, it was identified that most of the students got good grades upper the minimum student's criteria of mastery learning (KKM). Compared to the previous academic year, the achievements of the students during the learning in pandemic time was relatively higher. It was because the examination delivered through online system and can cause dishonesty while student working on it.

Finally, during Covid-19 in Bengkulu Province, the researcher intended to conduct a comparative study of teachers' TPACK in teaching EFL in rural and urban areas which is entitled: Teachers' Technological Pedagogical and Content Knowledge (TPACK) in Teaching EFL during Covid-19 Pandemic: *A Comparative Study Between Rural & Urban Teachers* of SMP Negeri 8 Bengkulu Selatan and SMP Negeri 5 Kota Bengkulu in the academic year 2021/2022.

B. Identification of the Problems

There are some issues that the teacher and the students from rural and urban school areas (SMP Negeri 8 Bengkulu Selatan and SMP Negeri 5 Kota Bengkulu) are facing, simply based on the clear description of the background provided above. Resumed as the following:

1. Most students in rural area do not have laptops or smartphones.
2. The internet connection is unstable and electricity problems such as occasional blackouts during teaching-learning process.
3. The students have difficulty understanding the subject matter given especially through online learning system.
4. The students in rural school area got grades below the minimum student's criteria of mastery learning (KKM) compared to the previous academic year students.
5. The students in urban school area got higher grades upper the minimum student's criteria of mastery learning (KKM) during covid-19 pandemic.

C. Limitation of the Study

Assumed from the research background above, researcher focuses on teacher's technological pedagogical content knowledge (TPACK) during the covid-19 pandemic in teaching EFL at two different school areas (rural and urban), namely SMP Negeri 8 Bengkulu Selatan and SMP Negeri 5 Kota Bengkulu in the year of academic 2021/2022.

D. Research Questions

The following research questions need to be addressed in order to complete this research.

1. How is the teacher's technological pedagogical content knowledge (TPACK) in teaching English as foreign language (EFL) during the Covid-19 pandemic in two different school areas (rural and urban)?
2. How do the teachers implement the competence of technological pedagogical content knowledge (TPACK) in teaching EFL during the Covid-19 pandemic in two different school areas (rural and urban)?

E. Research Objectives

The following were the objectives of this study:

1. To identify the teacher's technological pedagogical content knowledge (TPACK) in teaching EFL during the Covid-19 pandemic in two different school areas (rural and urban).
2. To describe the implementation technological pedagogical content knowledge (TPACK) in teaching EFL during Covid-19 pandemic in two different school areas (rural and urban).

F. Significance of the Research

Theoretical Significance:

1. This research is bound to make a positive difference to the lives of technological pedagogical content knowledge (TPACK) concept for teachers, particularly for English teachers both in rural and urban areas.

Practical Significance:

1. The student

The outcome of this research will assist the student; so that students are able to learn optimally to achieve a proud accomplishment in order to achieve mastery, both students from rural and urban school areas.

2. The teacher

The teacher will systematically understand the phenomenon in education, include guidance that should be applied in education and as an obligation to encourage corrections for themselves in the application of both the classroom instructional process especially in teaching English as foreign language in two different school areas (rural and urban).

3. The next researchers

This research can improve the next researcher knowledge of educational research. In addition, as prospective teachers in the future, to respond better to the standards of their learners in teaching, especially in teaching EFL in two different school areas (rural and urban).

G. Definition of Key Terms

This research would be easier to comprehend for researchers and other readers if they are familiar with these key terms. TPACK, e-learning, rural and urban areas, and Covid-19 are just a few of the key terms related to the research.

1. TPACK

Koehler, M. J., and P. Mishra (2009) developed TPACK as a practical structure for incorporating technology in education, nicknamed the “technological pedagogical material knowledge” (TPCK) framework. The system has prompted the interest of instructional technology and teacher professional development experts. For easier recall, the TPCK paradigm was renamed “TPACK” and pronounced “tee-pack” in later production. The structure communicates the relationships, affordances, and constraints that exist between and among content, pedagogy, and technology.

2. E-Learning

According to Fei Li (2014), e-learning include the use of communication and information technology to learn that makes it possible to access online learning or teaching resources. Furthermore, the term e-learning broadly refers to every digitally assisted instruction and is commonly affected with instruction delivered via computer and the internet.

3. Rural and Urban Areas

In line with the regulatory oversight of the Head of the Central Statistics bureau No. 37 of 2010 regarding the categorization of urban and rural areas in Indonesia, a village-level organisational region is known a rural area if it does not meet certain requirements in terms of population density, percentage of farm households, and other causes, as well as a variety of municipal services such as formal schooling, public health, and so forth. In addition, the regulation also states if it is An urban area is defined as a village-level residential zone that meets certain two criteria in terms of population size, number of farm producers, and an amount of public facilities such as formal schooling, health services, and many more.

4. Covid-19

WHO (2019) asserted that 'Covid 19' is a disease characterized by a new strain of coronavirus. 'CO' implies Corona, 'VI' implies Virus, and 'D' implies Disease. This illness has previously been referred to as '2019 novel coronavirus' or '2019-nCoV'.

CHAPTER II

LITERATURE REVIEW

The Chapter II Literature Review, consisting of: the first theoretical framework of variables/sub variables, the second variable/sub-variable theoretical framework and previous studies.

A. Theoretical Framework

1. English Teacher Competency

According to Mulyasa (2009), a mixture of intelligence, abilities, beliefs and values that is manifested throughout the practice of thinking and acting is the meaning of competence. In the teaching framework, skills are used to describe the capacity of expertise wherein knowledge and conceptualization can be demonstrated at a maximum standard. Similar skills can indeed be gained by education, training and many other related levels of expertise in the field of experience.

"Competence (capacity) is a range of skills, abilities and actions that the teacher or lecturer must belong to, motivate, master in carrying out the role of professionalism" in Section 1, Subsection 10 Law No 14 of 2005 on instructors, referred to in Section 1. Then, as per Diknas' announcement number 45 U 002, 'Proficiency is indeed a set of interrelated intellectual acts and complete duties, a condition that the public may consider capable of performing tasks in those professions.'

From some of the above concepts, the definition of competence in this research is a set of skills, abilities, values, and behaviors that the English teacher must own, live, and maintain as a result of experience and preparation that allows them to professionally carry out their instructing responsibilities. According to Permendiknas No 16 year 2007, the teacher should have four competencies; pedagogical; personal; social, and professional competence. In relation to teachers' competence, the success of the teaching materials in relation to teaching content is influenced competence.

a. Personal competence

Personal competence is a person's most good character, such as his/her patience or resilience in meeting an obstacle, and getting a swift answer in his/her collapse, having such a high work and learning ethic, and always thinking positively. According to chapter 3 of government regulation no. 19 2015 concerning Education Policy Standard, personal competence refers to a person's character in terms of his/her consistency, intelligence, wisdom, and capacity to lead learners.

b. Social competence

Social competence is a set of abilities and skills relation to individual activity. According to Ramayulis (2013, P. 73), teachers are expected to have a strong ability for engagement with society, particularly in identifying, evaluating, and solving problems. Hence, the teacher-lecturer combination defines social competence as the teacher's ability

to communicate successfully and efficiently with students and their parents, as well as with teachers, school stakeholders, and society.

c. Professional Competence

Professional competence according to Ramayulis (2013, P. 84), is defined as mastering of education philosophy, subject matter, science and technology, recognition of education study and education advancement, and knowledge of counseling. Specifically, professional competence is described in Education Policy as the ability to achieve the conceptual definition and viewpoint to support the subject, the skill to accomplish the competency level and quality standard, the ways to enhance the subject creatively, the ability to handle a continuous professionalism advancement, and the ability to utilize technology in the method of instruction. As per the points, a professional instructor is someone who has the skill and experience in teaching to charge the stuff as predicted, in other words, a person who is qualified and skilled in his field of work.

d. Pedagogical Competence

Jalal (2009, P. 44) stated pedagogical competence is divided into nine sub-competencies: a) understanding the learners' learning style characteristics in physical, mental, environmental, cognitive, spiritual, and cognitive terms; b) understanding the learner's experience in the light of families, social classes, and cultural diversity; and c) understanding learners and their problems, d) the ability to promote the

advancement of a learner's capabilities; e) the ability to demonstrate learning theories and concepts and improve relevant learning processes; and f) the ability to build curricula that enable high levels of learner participation in the learning processes.

In accordance with Rule of Government No. 19 of the 2005 National Education Standard, the concept of pedagogical and technical competence was clarified in subsection 3 of section 28 of the National Education Standard. The capacity to control the instructing learning includes the understanding of students, the learning plan of exercises, the assessment of learning outcomes, and the advancement of learners to refresh the abilities.

The idea of pedagogical competence can be defined in this study as the pedagogical educational capability of an English educator comprises of: getting students, dominating student hypotheses and ideas of instructed picking up, building up the educational program, building up the capacity of students, cooperating with students, and actualizing assessment with all procedures and sorts. If English teachers do it all or not all things will be examined.

2. TPACK

The emergence of modern technology has rapidly influenced the nature of teaching and learning across all educational aspects around the world. For instance, computer technology has been used in language teaching since the 1980s (Woznez, et al., 2006; Hubbard, 2008). Most

researchers claim technology is an important parts of instruction (Koehler & Mishra, 2009; Hauck & Guichon, 2011). In the same vein, policymakers and educational institutions have promoted some factors related to the use of computer technology in the education sector.

Furthermore, English language teachers incorporate their technological pedagogical content knowledge into their curriculum and classroom to provide more resources for language learners and to assist students in learning English. Technology may also assist students in developing four language skills.

Technology is crucial in the English teaching - learning activities (Yuksel & Asin 2014); students might be more exposed to the use of technology in English. Teachers should use technology to provide students with more language use and practice. Furthermore, it allows both teachers and students to be more connected, since teachers can involve students in more activities at any time and from any place, and it also allows teachers to monitor and assess students' performances without regard to time or space constraints.

Related to this problem, Mishra and Koehler (2006) developed a conceptual structure, Technological Pedagogical Content Knowledge (TPACK), to provide a shared vocabulary for discussing teaching, studying, and technology.

a. Characteristics of TPACK

In a learning setting, TPACK is a system that incorporates Technological Knowledge, Pedagogical Knowledge, and Content Knowledge. TPACK was originally developed by Shulman's (1986) which describes PCK (Pedagogical and Content Knowledge), then to describe how teachers understand learning technology and it is connected with PCK and with others to produce effective learning using technology. TPACK continues to develop over time through a series of publications (Mishra and Koehler (2006), Koehler and Mishra (2009)).

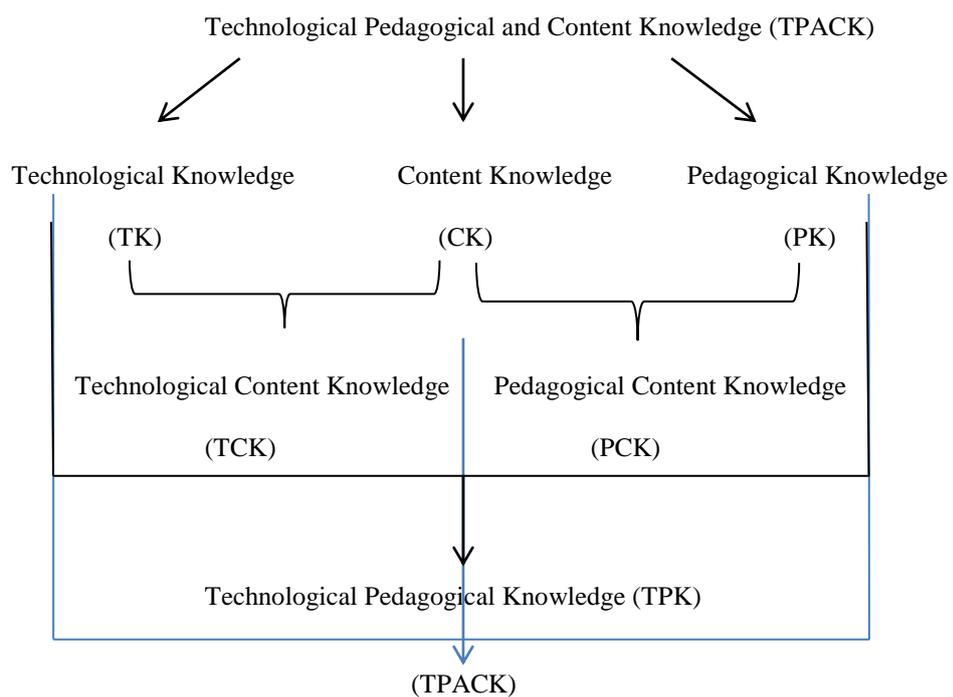


Figure 2.1 TPACK Diagram

The focus at TPACK is on how to incorporate technological, pedagogical, and content knowledge into learning in order to make learning meaningful and competitive in a learning environment.

Knowledge in Technology, Technological knowledge is the ability to use technology as a learning aid, such as the internet, which is both a learning opportunity and a learning platform for students. Pedagogy Knowledge, Pedagogy Knowledge is how teachers teach learning resources, and the use of relevant and innovative examples and strategies will improve the learning process. Adult learning methods like constructivism, group teamwork, and social constructivism to shape learning groups are only a few examples of learning models that can be used. Content Knowledge, what will be studied or what material substance will be studied is referred to as content knowledge.

Shulman (1986) described pedagogical content knowledge as the representations and formulations of subject-matter knowledge by teachers in the sense of promoting student learning. He went on to suggest some main components of pedagogical material knowledge: (1) knowledge of subject matter interpretations (content knowledge); (2) comprehension of students' interpretations of the subject, as well as the teaching and learning ramifications regarding a particular subject material; and (3) general pedagogical knowledge (or teaching strategies). Other features were added to undertake what he referred to as the knowledge base for teaching: (4) understanding of curriculum; (5) knowledge of educational contexts; and (6) understanding of the goals of education (Shulman, 1987). Others also contributed useful observations on the significance and value of linguistic and cultural

features of a diverse range of students to this conceptualization of pedagogical subject knowledge.

TPACK is a conceptual framework that expresses the connections, experiences, implications, and conditions that exist within and within content, pedagogy, and technology (Mishra & Koehler, 2006). In other words, TPACK is the understanding of how to facilitate students' learning of relevant content through pedagogy and technology (Chai et. al., 2011). Teachers should have more than technology knowledge so they must utilize technology in order to effectively apply technology in the authentic teaching environment (Thompson, et. al., 1998).

Teachers must improve their technological expertise as well as their pedagogical and content knowledge, according to the TPACK concept. In essential for learners to learn successfully and efficiently, they must be capable of delivering a subject through relevant technology and techniques. Furthermore, teachers must merge their teaching and ICT so that they can keep up with the learners' need and the broad community. Then it is hoped that by utilizing ICT, learners will be able to learn faster and teachers will be able to teach more effectively. Eventually, the learning goal would be easier to achieve.

The TPACK structure includes seven structures (Mishra & Koehler, 2006). They are made up of seven sub-components that are extracted from three main components of knowledge (content, pedagogy, and technology). They are:

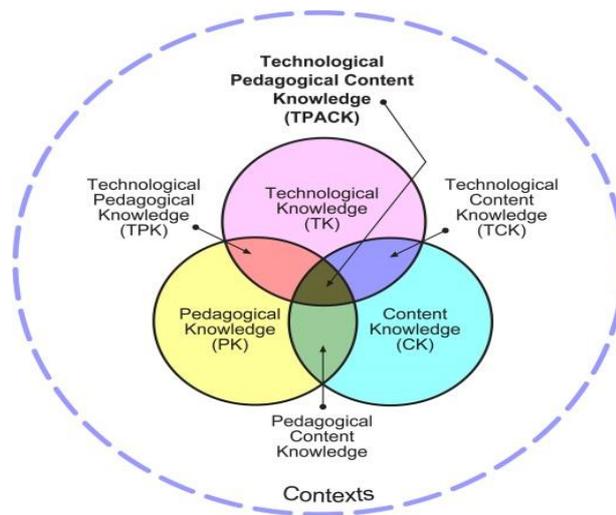


Figure 2.2 Framework of Technological Pedagogical and Content Knowledge (Mishra and Koehler, 2006)

a.) Content knowledge (CK), which is known as knowledge of subject matter. It corresponds to Shulman (1986), Content Knowledge is concerned of concepts, philosophies, thoughts, framework, proof knowledge, and procedures, as well as strategies for creating knowledge. Content knowledge are:

- 1.) Understanding of learning concepts, methods and theories and the application of the subject matter.
- 2.) The knowledge to develop learning materials.

3.) Provides pertinent and relevant information about the subject.

4.) Strengthens the subject lesson by assigning homework to learners.

b.) Technology knowledge (TK), also recognized as knowledge of different technologies. Technology is a very important tool nowadays. For more than a decade, its presence as a device to support in the teaching - learning activities has been a major concern (Cunningham and Stewart, 2003). As a result, teachers are required to have basic professional knowledge. Teachers are supposed to have a basic understanding of operating systems and hardware, as well as the ability to use applications such as a word processor, spreadsheet, browser, etc. The components of teachers' technology knowledge include:

1.) The ability to use technologies effectively.

2.) The teachers' involvement in keeping up with the most recent advances in technology.

3.) The teacher has essential technology tools for the lesson.

c.) Pedagogical knowledge (PK), also known as knowledge of teaching systems or techniques. It is consistent with Yulianti's (2012) claim regarding pedagogical competence. According to her, pedagogical competence refers to a teacher's ability to manage students' learning, which includes the willingness to get to know

their learners, develop and implement lesson plans, assess learning outcomes, and help students reach their full potential. Shulman (1986) stated that pedagogical knowledge are the knowledge to:

- 1.) Understanding student characteristics
- 2.) Organizing social events for the purpose of educating
- 3.) Enabling students to reach their full potential (critical thinking, creative thinking, collaboration, communication)
- 4.) Interact with students in an accurate, empathic, and respectful manner.
- 5.) Conduct method and learning outcome tests and reviews.

d.) Technology content knowledge (TCK), it relates to subject material knowledge presented by the use of technology. This knowledge relates to teachers' understanding of how to use technologies to influence their insight into a particular concept (Schmidt et. al., 2009). Mishra and Koehler (2006) describe technological knowledge as the ability to:

- 1.) Use technology to reflect the information.
- 2.) Using technologies to create instructional materials.
- 3.) To assists students to use technology by the teacher.

e.) Technological pedagogical knowledge (TPK), also relates to understanding how to use technology to apply various teaching methods. TPK is portrayed as teachers' knowledge about how to

use technologies for pedagogical purposes by Harris et al. (2009).

TPK include (Mishra and Koehler, 2006):

- 1.) The courage to use technologies to facilitate learning experiences.
- 2.) The tendency to use technologies to promote students' individuality and collaboration.
- 3.) The potential to use technologies to enhance students' cognitive abilities (critical and creative thinking).
- 4.) The teacher's use of technologies to introduce ideas (from basic to complex) in interactive teaching approaches to educating students.

f.) Pedagogical content knowledge (PCK), also corresponds to knowledge of various types of subject matter teaching techniques. According to Shulman (1987), pedagogical material awareness is teachers' understanding of what is to be understood and how it is to be taught, as well as the knowledge to teach it (Mishra and Koehler, 2006):

- 1.) Create instructional materials that support students' potential (critical and creative thinking, collaboration, communication).
- 2.) Full learning experiences focused on science learning resources.

g.) Technological pedagogical content knowledge (TPACK), that is described as knowledge of how to use technology to apply teaching methods for various subject matter forms. Technological pedagogical and material awareness is the synthesis of three knowledge fields (technology, pedagogy, and content) (TPACK). TPACK, in other words, is the potential of using pedagogy and technologies to assist students in studying related information (Chai et. al., 2011). TPACK contains the following (Mishra and Koehler, 2006):

- 1.) The teacher teaches a lesson that effectively incorporates subject matter, innovations, and instructional methods (didactic and/or PBL).
- 2.) The ability to successfully carry out technology-based learning tasks while contributing to the learning materials.
- 3.) The opportunity to generate and disseminate knowledge about valuable technology-based learning experiences.
- 4.) The teachers' preparation (having a lesson plan) and capabilities to use technologies to present information that is important to the students.

b. English Students' Point of View of Technology

Over the past few decades, information and communication technology (ICT) has advanced at a rapid rate, bringing new and

important implications to a variety of industries, including education. ICT has increasingly become more applicable to most educational systems because it broadens the range of options for improving teaching and learning inputs, procedures, and outcomes.

The use of information and communication technology (ICT) in EFL classrooms is not uncommon. ICT is described as "a diverse collection of technological tools and information used to communicate, as well as to produce, distribute, store, and integrate information" (Tinio, 2003). Language education has been revolutionized by emerging technologies, which make learning materials available online and accessible at any time and from any place. Individual learning is often facilitated through their usage, which allows for customization of training "by enabling content to be tailored to individual levels and activities to be paced according to personal success" (Semenov, 2005).

UNESCO (2006) reports that a number of countries have experimented with various ICT integration trainings, including Indonesia, which pioneered the use of ICT in education with the launch of Radio Pendidikan in 1977 and TV Pendidikan in 2004. The 2004 Curriculum then makes ICT courses mandatory for all high school students in all grades. The policy requiring the inclusion of ICT into any subject taught in secondary school, in which ICT acts as learning sources and media, boosted the program.

Many ICT integration projects have failed because teachers' values, behaviors, and ICT awareness and skills are not taken into account (Jimoyiannis & Komis 2007). Since ICT integration effectively creates a learning atmosphere that necessitates a student-centered approach, students' expectations are also a critical success factor in ICT integration into the learning process (Selwyn, 1999).

Students' views of ICT use in learning is positive and high in some aspects, but deficient in others, according to Pardedes (2007). (1) the potentials of ICT use to improve learning engagement and enthusiasm; (2) the impacts of ICT use in learning; (3) the possibilities of ICT use to increase learning interest and enthusiasm were all found to have constructive and high aspirations; (4) Self-efficacy of ICT use; and (5) ICT educational standards It was also found that rather than using ICT for instructional reasons, the learners used this for amusement and socioeconomic objectives. Finally, the majority of the respondents decided that formal ICT instruction isn't necessary to use ICT successfully in learning.

Further, an investigation of TPACK framework in ICT has been done by Septiyanti, M., Inderawati, R., & Vianty, M. (2020). The TPACK framework is a theoretical model for researching how teachers use ICT in the classroom. All of the assessed domains of TPACK (Knowledge Technology, Knowledge Technology Content, Knowledge of Technology Pedagogy, Knowledge of Technology Pedagogical

Content, and Technology-related Learning Experience) had positive impressions from students. In addition, students are provided with the TPACK of watching lecturers teaching in the classroom and studying freely using internet media. In addition, the students received TPACK by watching lecturers teaching in the classroom and self-learning on the Internet as a medium. Furthermore, it was found that there were five functions of lecturers in helping students achieve TPACK in learning, namely the provider, the model, the controller, the facilitator and the motivator.

c. Teachers' perception of TPACK

Indonesian teachers are understood in the Great Dictionary as an individual who works in constructing a position of learning, kindergarten, secondary schools, colleges, and universities. Chapter contained in Article 1 of Law No 14 , 2005 states that teachers are prepared instructors with primary duty of instructing, educating, managing, coordinating, planning, assessing constantly learners in the fields of youth training, formal schooling, essential and optional schooling.

Teachers are individuals who have a tremendous impact on the teaching-learning activities. They ought to likewise truly acquaint their understudies with the goals that are to be accomplished. They are expected to form learners, credible and imaginative. Credible teachers were those have integrity, authority, and something that can offer sense

and power. In improving school performance, teachers also play an important role. Macbeath and Mortimore encourage this, stating that “the particular classroom and the particular instructor give an important beginning stage to research into efficacy”.

As the use of technologies to promote English language learning becomes more common, concerns about the position of teachers have arisen (Hockly & Dudeney, 2017). The general fear is that technology would be able to quickly overtake the teacher. As new tools are redefining the role of the teacher, they are also redefining the role of the learner (p. 239). They also expressed concern about the current digital divide and proposed that mobile devices could be used as a springboard for English language learning in both developed and developing concepts.

Teachers are now expected to be technologically savvy. Aside from having a strong grasp of the subject, teachers must be knowledgeable about technology and how to use it to create new variations in the teaching method. According to Koehler, Mishra, and Cain (2013), teachers' expertise is divided into three categories: pedagogy, content, and technology. To produce a fruitful learning experience, teachers must combine the three aspects of the teaching - learning activities. It creates technological pedagogical material awareness by combining pedagogy and content knowledge with technology (TPACK). PC (Pedagogy and Content), TP (Technology

and Pedagogy), and TC (Technology and Content) are the three core concepts that will be combined to form PC (Pedagogy and Content), TP (Technology and Pedagogy), and TC (Technology and Content).

The study of teachers' perspectives of using technology pedagogical content knowledge in English teaching by Prasetya, Putra, and Budasi (2019) found that the majority of teachers had good perception of using the TPACK platform in EFL teaching at senior high schools. Further, the study conducted by Mahdum found that as TPACK of English teachers in Pekanbaru's senior high school was in the "good" range. It means that the teachers were effective in developing and implementing their TPACK.

3. The Concept of Online and Offline Setting in EFL Activity

Indonesian Minister of Education and Culture, Mr. Nadiem Anwar Makarim, released Minister Circular Letter Number 02/SE/2020 in the education sector. It asked students to study from home (SFH) and basically keep classes going. The transfer of the real teaching-learning process into the virtual classroom in the classroom sense is the culmination of the efforts of the government to prevent COVID-19 from penetrating university populations and spreading to local communities. Besides, schools (teachers) and colleges (lecturers) are obliged to use online/digital platforms or what is generally known as online learning or E-learning to teach and track the learning process.

However, Singh et al., (2012) claimed that it remains a series of unanswered questions on the relative efficacy of these online courses vs. conventional classes. The results of some studies contrasting online and face-to-face instruction. The results ranged from online superiority to no difference to face-to-face superiority. Therefore, According to Singh et al., the productivity of students who enroll in online courses versus students who enroll in offline courses advances current thought in the literature.

On the other hand, Biktimirov & Klassen (2008) asserted that online courses enable the students to access to course material and, possibly, high-quality training that they might not have access to at their current school. They are worried, though, that online schooling can be more complex than learning in a regular classroom. Hart et al. (2019) explained that the students who tended to be a procrastinated or If there isn't a physically present educator to steer their focus to the subject matter, students who aren't skilled at self-directed studying might see a drop in results.

Some scholars have found evidence that there was no difference between online and offline classes in terms of development of students related to demographic characteristics (Huh et al.,2010). Olson (2002) found that online and offline distribution is a factor impacting a student's coursework completion when measuring student success based on student completion rates of resources. Students' success in online courses was considered to be lower by other researchers.

According to Detwiler (2008), some people have sought higher learning in an online environment. Priluck (2004) found little disparity in results between the standard and composite parts of Principles of Marketing, but a substantial difference in students' satisfaction. McFarland and Hamilton (2005) contribute to this by noting that studies will forecast student success. The evidence shows the learning format, whether offline or online, is inadequate to affect a substantial difference in a success result. Student learning was assumed in two of the studies examined based on student scores at the end of the semester.

4. Learning Situation in Rural and Urban Areas during Pandemic

COVID-19 concerns have kept about 45 million Indonesian students out of class for up to three months. As a result of the advent of online learning, which allows students and teachers to begin their learning and teaching process remotely and on a digital platform, the education sector has shifted radically.

Indonesia's expansive terrain and many isolated areas present the country's biggest educational challenge (Luschei, T. F. & Zubaidah, I. 2012). As a result, the government's focus has been drawn to the status of education in Indonesia's remote regions (Mia F., 2018). In this case, the rural areas have similar situations to remote areas. The rural schools are not as competitive as city schools have more students and better access to teaching - learning services when they are situated in urban communities, while it is different in rural and remotes areas. Teachers in city schools

have a lot of educational materials, while teachers in rural areas often don't have anything in the tool for teaching materials to help them perform their activities in the classroom. Its circumstance makes the teaching and learning process lack variety. A long-existing condition like this one causes a gap in terms of academic achievement between those studying in the cities and towns with highly accessible resources and the students learning in the villages and rather isolated areas far from cities.

Furthermore, there are differences in skills, pedagogical knowledge, and experience between teachers in rural Indonesian schools and teachers in city schools. There is a serious lack of well-qualified teachers in village and remote Indonesian schools. The majority of rural teachers, for example, maintain close supervision of the classroom, with lecturing taking up a large portion of school hours. Moreover, there is a tendency that teachers eliminate major portion of the classroom time, leaving no time for students to express their thoughts or ask questions to assist them understand the lessons better (Wang, 2006). Here are other Factors driving disparities in English language success between students in different regions (Hossain M, 2016):

a. Access to the internet

For the online teaching - learning process to run smoothly, interaction in the classroom must be adequate. Meanwhile, some learners were impacted by a lack of internet access. The learners haven't done a decent job of shielding the signal. There seems to be an issue with the

broadband data plan, because they cannot connect to the internet, because certain learners do not even have smartphones.

b. The Financial Level

The experience of students related to their low family economic background is one of the reasons that influence the success of their English. Unlike students in urban areas, most students in rural areas come from low-income families so they do not have access to adequate education services such as laptops or smartphones. In contrast to students from low-income backgrounds, urban students with high-income family backgrounds have more access to services or better resources. They easily get the facilities they need in carrying out online learning.

c. Family Background

Family plays an important role in determining a child's success. Due to the varied parenting styles, low-income children face difficulties compared to urban students. Some researchers argue that the aspirations of parents are the most significant aspect in the success of e-learning learning by children. During this pandemic, parents are required to inevitably master technology, support their children by not forcing them to help with their work while studying at home, in order to help the continuity of e-learning.

d. Logistic Resources

Compared to urban schools, rural educational institutions lack adequate logistical support. The low achievement of students in rural areas in speaking English is due to the lack of facilities and services they have, as well as obstacles related to power outages and difficulty getting a signal in rural areas. Other factors that are currently being faced by most of today's online learning.

e. The Teachers Qualifications

In rural areas, there are not enough trained teachers. In rural areas, the lack of skilled and educated English teachers has a negative impact on the English skills of learners compared to urban students. Especially with the current pandemic making teachers inevitably face technology directly, however, teachers in villages still find it difficult to apply its use, such as media zoom platforms, Google classrooms etc.

The following are the profile of rural and urban schools in Bengkulu Province:

a) Profile of SMP Negeri 8 Bengkulu Selatan (rural area)

Based on Data Sekolah Kita Kemendikbud 2020, SMP Negeri 8 Bengkulu Selatan is a senior high school located in Tanjung Besar village, Kedurang District, Bengkulu Selatan regency, Bengkulu. The school was established on its own land on an area of 13,750 m². The school has accreditation A and uses the k-13 curriculum. The total number of teachers in this school are 33 teachers with the presentation of qualified teachers as much as 100%, civil servant teachers 60.61%

and certification teachers 48.48%. This school have 232 female students and 226 male students. This school has 15 classes, 1 science Laboratory and 1 library.

b) Profile of SMP Negeri 5 Kota Bengkulu (urban area)

Data Sekolah Kita Kemendikbud 2020 asserted that SMP Negeri 5 Kota Bengkulu is a secondary school located in Jl. RE Martadinata No.5, Pagar Dewa, Selebar district, Kota Bengkulu, Bengkulu 38216. The school was established on its own land on an area of 15,000 m². The school has accreditation A and uses the k-13 curriculum. The total number of teachers in this school are 52 teachers with the presentation of qualified teachers as much as 96,15%, civil servant teachers 98,08% and certification teachers 84.62%. This school has 471 female students and 435 male students. This school has 27 classes, 2 science laboratory and 2 libraries.

To overcome this problem, the government and private sector in Indonesia are organizing an internet subsidy program to support education with the current online system, especially in rural areas. As in the former, the government has set aside IDR 1.9 trillion (approximately \$128.4 million) for mobile data subsidies offered by mobile operators from September to December 2020, at the very least. Regrettably, the budget did not include everybody. Minister of Education and Culture Nadiem Makarim previously lifted restrictions on the use of school operational assistance funds or what is commonly called BOS to support distance

learning. BOS funds can be used by schools to purchase internet packages for students and teachers.

The Ministry also oversees the UKT adjustment process by Regulation of Ministry of National education and Culture Number 25 of 2020 on Unit Standards for Higher Education Operational Costs at Universities. This legislation seeks to provide UKT relief to system tertiary education students who are facing financial hardships as a result of the COVID-19 pandemic. The law tackles the following four issues: 1) The UKT can be adjusted for students whose families are experiencing financial hardship as a result of the COVID-19 pandemic; 2) Students are not obliged to pay UKT if they are on leaving or do not take any semester credit units (SKS) (eg, when ready for graduation); 3) Higher education Executives may offer UKT compensation and/or place new UKT on learners; and 4) Students in their final year pay a maximum of 50% UKT if they take less than six credits.

Through these programs, the Minister hopes that students get benefits and various benefits, including uninterrupted learning experiences during the pandemic, reduced costs by not using campus equipment and resources, versatility in applying for UKT assistance, and savings in the last year of study.

B. Previous Studies

Several research on teachers' TPACK have been conducted. These studies emphasize the teachers' competence in teaching English. First,

Rahmat, A., and Akbar, M.” A Comparative Study of English Learning Enthusiasm Between Rural and Urban Students (2019). The third grade students of MTs Muhammadiyah Lempangang as urban students and the third grade students of MTsN 4 Bulukumba as rural students are the highlight of this study.

The observers of MTs Muhammadiyah Lempangang as a metropolitan region are close. They're also fired up. (2) The forms of motivation that have the greatest effect on rural students are indeed intrinsic and extrinsic motivation, while instrumental motivation has the greatest impact on urban students (3) The expectancy, the staff, and the programs and materials are all internal or external influences that all students share, while the relevance, the target setting, and the school atmosphere are all differences (4) One of the most important ways to enable rural learners to study EFL is for the teacher to still practice pronunciation of vocabulary, while for urban students, the teacher should have more practice activity in the learning process.

Second, in 2016 by Yudi et. al., Indonesian EFL Teachers' Teaching Practices in In-Service Education Using TPACK, The objectives of this research is to see how a TPACK-oriented teaching practice course can help Indonesian EFL teachers improve the quality of their EFL instructional materials and activities. It included 20 high school teachers from different parts of East Java's province. They were enrolled in the Teaching Practice course as part of their master's degree in English

language teaching at Universitas Negeri Malang. The teachers took a 16-session course in which they learned about the TPACK system and were given assignments to create instructional designs based on it. They were also asked to use TPACK based instructional designs to educate their peers (peer teachers). Teachers were given a questionnaire at the end of the course to determine the importance of the TPACK-oriented teaching practice course in enhancing the consistency of their EFL instructional materials and teaching practices. Teachers learned greatly from the TPACK-oriented teaching practice course, according to this study, and they successfully prepared instructional designs and conducted teaching practices using the TPACK method.

Third, Aniq and Drahati investigate EFL teachers' views of their TPACK development: how EFL teachers interpret seven domains on the TPACK platform (2019). As a result, a case study was used in this study since it was the most suitable approach for performing the test. The knowledge was gathered from 20 EFL teachers through online semi-structured interviews. Most EFL teachers scored their domain knowledge for CK, PK, and PCK higher than for domains involving technical knowledge, such as TK, TCK, TPK, and TPACK, according to the findings. The outcome of this analysis is that EFL teachers would have a greater understanding of the TPACK structure. In the future, it will contribute to the TPACK growth of EFL teachers in order to improve the efficiency of the teaching and learning process.

Based on the above research, the researcher found a research gap between the researcher study and those above research. The research above has similarities and there are also differences with the research that the author will conduct. The similarity is equally researching about teacher TPACK framework in teaching English through online learning system, several studies aforementioned have found how teachers' TPACK regarding their way of teachings knowledge and what they do in class. While the difference is not many researchers who emphasizes the consistency between teachers' perceptions and implementation in terms of TPACK between rural and urban areas, which are the knowledge and is the understanding of three information bases: pedagogy, content, and technology's mutual complex relationships in teaching EFL learners.

Further the above research used quantitative method with descriptive and inferential analysis and one of them used mix method with using survey and questionnaire as the instruments. Correlation and regression analysis are used in inferential analysis. Whereas, the researcher the will use a comparative descriptive approach with qualitative study method and use observation, interview and documentation as instruments in their research. The subjects studied were also different. Although some of these studies were conducted at the end of 2019 and 2020, they did not describe the situation of the Covid-19 pandemic in their studies, other than that they only focused on the objectives of the study without providing an explanation of the current situation. For this reason, the researcher decided

to propose the current situation, namely a comparative study of Teachers' Pedagogical Competence in teaching EFL students between rural & urban school areas during Covid-19 pandemic in her research so that this study was different from some of these previous studies.

CHAPTER III

METHODOLOGY

This chapter describes the study's research methodology. It includes the research design, research method, research subject, data source, data collecting methodology, data analysis, and data trustworthiness.

A. Research Design

Because the purpose of this study was to discover and investigate the similarities and differences between selected phenomena or groups, a comparative qualitative approach was used to explain and comprehend the essence of a real-world event. This paradigm focuses on analyzing, explaining, evaluating, and understanding how events occur in the real world. The researcher was used qualitative comparative research in this study. According to Gay (2006), qualitative study includes gathering data in order to address the study's questions. In addition, Arikunto (2002) notes that the qualitative intended to define the way, reality, condition, and variable is descriptive research.

Then, according to Richardson (2019), a comparative research simply compares two groups in order to get a judgment about them. According to Fraenkle et al. (2012), a comparative study is a research approach that allows researchers to discover and investigate the similarities and contrasts between two or more phenomena or groups. Furthermore, descriptive comparison, according to Bolinger (1987), aims

to describe and possibly even demonstrate the invariance of the objects. Its aim is not to cause changes in the objects; rather, it normally attempts to elude them. It implies that the primary goals of descriptive comparative research are to discover and investigate similarities and differences in particular phenomena that occur in a certain group of education and to compare two groups in order to reach conclusions about a specific phenomenon in descriptive technique.

This method was used in this study was to identify and describe the similarities and differences in teachers' technological pedagogical technological content knowledge (TPACK) in teaching English as a foreign language at SMP Negeri 8 Bengkulu Selatan and SMP Negeri 5 Kota Bengkulu (rural and urban areas) in academic year 2021/2022.

B. Research Subject

Two participants from each school at SMP Negeri 8 Bengkulu Selatan and SMP Negeri 5 Kota Bengkulu have been taken in this study. The participants were one male and one female teacher who teach English to young learners in different classes of seventh grade. They hold a Bachelor of English Education have attended the Teacher Professional Program (PPG), and have an educator certificate. They meet the criteria of professional teachers, because they have completed in-service teacher professional education, have teaching experience ranging from two to ten years. To maintain confidentiality, each teacher was allocated a number (e.g., T1 for Teacher 1 and T2 for Teacher 2), and all data was de-

identified and labeled with these specific numbers (King & Horrocks, 2010). Thus, two EYL teachers were prosecuted by using convenience sampling.

This research focused on teachers' TPACK in teaching EFL in two different school areas (SMP Negeri 8 Bengkulu Selatan and SMP Negeri 5 Kota Bengkulu) during Covid-19 pandemic. Furthermore, this study shows how the teachers there control the EFL classroom during the pandemic. The study contributed only in “VII class” of SMP Negeri 8 Bengkulu Selatan and SMP Negeri 5 Kota Bengkulu, in attempt to make it easier for the researcher to assess and observe the teachers' TPACK skill. The teacher is investigated in this study because the researcher needed to figure out specifically how teachers perform TPACK while teaching in the online classroom so that the researcher could collect real data. Moreover, the researcher hopes that the findings of this study can serve as a resource for English teachers at the school in order to improve instructional habits in high school about teacher TPACK.

C. Types of Data

In research, there are some types of methods that can be used to gain data or information, that are grouped into two types: primary and secondary data (Brown, 2015). Besides that two types, there is also one more type of data, which is called supplementary data.

1. Primary Data (Observation)

As is suggested by its name, primary data refer to the information collected for the first time by the researcher which is not only factual but also original. Victor (2017), Primary data is obtained in order to solve the problem faced. It also called real-time data. Primary data sources include surveys, observations, experiments, questionnaires, and interviews. For the primary data, the researcher used observation and open interviews with the teachers and students.

According to Marshar and Rossman (1989), the primary data in this study is called observation. By definition, The formal description of activities, actions, and objects in a social context is known as observation Gray (2009) describes observation as a qualitative research method that involves not just participant observation but also ethnography and field research. The observational test design makes use of many sample sites. Observations assist researchers in identifying and guiding interactions with informants, learning how people in the environment behave and how things are arranged and prioritized in that setting, learning what is essential to the people understudying in the social setting, being acquainted with participants, and learning what constitutes relevant questions, how to ask them, and which questions can best support. (Schensul, 1999).

Observation can be either the main method in a project or one of several complementary qualitative methods (Ciesilka, et. al., 2018). In this research, it is used as primary data. The observation checklist of

classroom activities consists of three parts: the opening activities, the core activities, and the closing activities. It can be seen in the appendix.

2. Secondary Data (Interview)

The interview was used as secondary data in this study. According to Oakley (1998), a qualitative interview is a process in which processes and criteria are not only recorded, but also completed, questioned, and confirmed. Most qualitative research interviews are semi-structured, minimally structured, or in-depth (Mason 1994). When doing long-term fieldwork, unstructured interviews are typically suggested because they enable respondents to express themselves in their own manner and at their own pace, with a restricted grasp on respondents' responses (Corbin and Morse, 2003).

In this research, semi structured interview has been used to ask some questions about the synchronous and asynchronous e-learning applied by the teacher. There are three aspects based on the research questions, nine indicators of three aspects, and 22 items of questions. The interview sheet can be seen in the appendix.

3. Supplementary Data

Supplementary Data is supporting content that cannot be used in the written edition due to space constraints and is not required for insertion in the full text of the manuscript but will help the reader regardless. Raw data, tables, figures, or audio and video clips are in the

category of supplementary data. For the supplementary data, the researcher used the lesson plan, syllabus, annual program (PROTA), and semester program (PROSEM).

D. Data Collection Technique & Instrument

Data for this research are gathered by observation, interviews, and documentation.

1. Observation

The first instruments take was observation. Gorman and Clayton (2005) asserted a research that entails the detailed recording of an occurrence or a certain actions that can be detected in the natural environment is known as observation. Observation is one method of gathering observations from someone with the purpose of feeling and then understanding the details of a phenomena (Ary, 2010). Moreover, Creswell (2012), observation is a compilation of specific tools for gathering open-ended, firsthand knowledge by studying individuals and locations at a research site. The number of intervals and the duration of measurements were determined by the form of data obtained.

The instrument that needed in the observation activity is the observation check-list, which is a list containing observational indicators to explore the domains in accordance with the seven main values of the teacher's TPACK. Observations was done to obtain comparative data about how the teaching and learning process with

online classes and interactions between teachers and students to see how the process of applying and teaching with technology, pedagogy and teacher knowledge content in the instructional process at the school during the Covid-19 Pandemic. In this study, observations was carried out in class VII in two different schools in Bengkulu province (rural and urban schools), namely SMPN 8 Bengkulu Selatan and SMPN 5 Bengkulu City.

1. Interview

The second instrument was an interview. Kvale (1996, P. 174) an interview is a conversation that aims to gather information in a description of the life of the person being interviewed in connection with the interpretation of the meaning of the 'described phenomena. Furthermore, Interviews are lengthy discussions in which phenomena can arise and be understood in the context of meaning held by the individual being interviewed in order to obtain in-depth data regarding a specific topic or subject (Schostak, 2006 P. 56). An interview is essentially an interaction to accomplish deep insights into a problem or topic of research.

In this situation, the interview was conducted face to face in the middle of a pandemic, while the teacher has a picket schedule at classes. The aim of this interview is to obtain a verbal feedback from English teachers. Teachers are asked to say whatever comes to their mind when they finish this. This may include what they see, think, do,

and feel. It offers the researcher perspective into the teacher's thinking processes (rather than just the end product), allowing the thought process to be as clear as possible during execution. Both verbalizations were transcribed and studied as part of the standardized analysis procedure.

Furthermore, the researcher used interview guide and the type of interview was semi-structured interview with EFL teachers at SMP Negeri 8 Bengkulu Selatan and SMP Negeri 5 Kota Bengkulu. Semi-structured interviews are those in which questions are written but the interviewer is able to add other questions that have not yet been prepared during the interview process. It was carried out in order to gain correct answers and knowledge about the teachers' TPACK system used in EFL course taught. In this research, the purpose of the interview is to double-check the data to ensure that it is genuinely accurate.

2. Documentation

The documents of the English teacher were the third instrument. Documentation is a method of data gathering that was not directly demonstrated to study respondents. One source of qualitative research data for data collection was a documentation study. Notes, transcripts, books, bulletins, periodicals, minutes, accounts, resolutions, and so on are examples of documentation, (Arikunto, 2010, P. 274). In other words, documentation study is a data collecting strategy that involves

examining and investigating various documents in order to get the information that the researcher is looking for. Following that, the researcher sought to examine the lesson plan, plan, syllabus, annual program (PROTA), and semester program (PROSEM).

E. Research Procedures

1. Research Procedures

In doing this research, some procedures should be followed. They are:

a) Research preparation

The first action done by researchers as a preliminary stage in the preparation phase was to ensure that the research ran smoothly. During the preparation step, the researcher began by submitting a title, then a proposal, and finally a thesis proposal seminar.

b) Research Implementation

Prior to undertaking research, the researcher performed a pre-study (first observation) to determine the extent of the real field circumstances to be studied by EFL instructors in conducting online learning in two distinct school regions (urban and rural) during the covid-19 epidemic. During this step of implementation, the researcher went to the school to speak with the principle in order to get a permit. Following that, the researcher planned an observation with the English instructor to become acquainted with the classroom.

Further, the researcher conducted the interview with the English teacher of SMP Negeri 8 Bengkulu Selatan and SMP Negeri 5 Kota Bengkulu. The data collected through questions and answers between the researcher and EFL teachers and the researcher will compare the results and find the similarities and differences between these two schools. Thus, researchers did not neglect to prepare various materials needed for study, such as observation sheets, interview rules, and so on. Furthermore, everything was prepared in line with the plan developed by researchers, students, and instructors.

c) Research Reporting

The researcher was responsible for compiling the final research report in the form of a thesis, approving the trial examination, and approving research outcomes when reporting the study.

F. Data Analysis

In three phases, the data was gathered. They are data reduction, display of data, and verification of data. Miles and Humberman (1994) noted that there are three operations, such as reduction, data display, and data verification, to evaluate the qualitative data. In the following segment, these three operations can be seen.

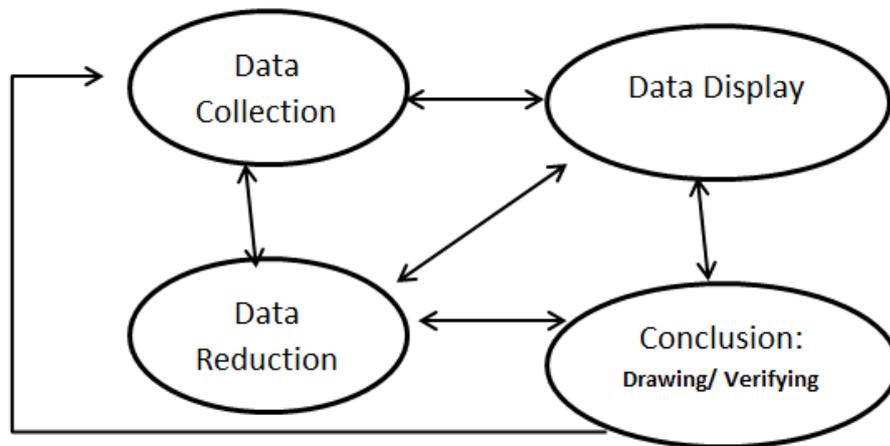


Figure 3.1 Data Collection Method based on Miles and Huberman (1994)

1. Data Reduction

The reduction of data is interpreted as the choice process, the object of interest; there is inference, abstraction, and data transformation from what is written in the field. During the observation, the diminution of the data takes place. It implies that the process of continuing reduction, such as making conclusion, codification, theme inquiry, grouping, and writing memorandum, occurs when the data is collected. The researcher will perform those steps in the data reduction. She'll observe the data first. Second, she's trying to make an observational transcript. Third, she will encode the observation transcript. Fourth, the teacher's pedagogical skill applies to the results of the report.

2. Data Display

The display of data is the collection of data that is structured as best as possible to provide the ability to conclude and obtain care. In certain cases, qualitative data may be shown, such as using charts, graphs, and

others. In addition, knowledge is often presented in short explanations, graphs, categories, and many others. The data was displayed in this study using a short summary.

3. Drawing Conclusion

After the data was reduced and presented, conclusion and verification are the last step in evaluating the data. These are the practices aimed at ending the pedagogical ability of teachers in teaching young learners English. In checking the results, the pedagogical competence of teachers can be concluded.

G. Trustworthiness of the Data

According to Dempsey (2002), the capacity of data processing instruments to assess what needs to be measured and to obtain data related to what is being measured is referred to as validity. Within these words, an instrument is known to have high validity if it could be used as a method to accurately calculate something. Validity is a quality that the measuring instrument must possess and it clearly relates to whether the evidence can be believed or not. The researcher attempted to obtain data validation in this report. To test the validity, the researcher preferred triangulation.

Triangulation is defined as a data collection technique that incorporates different data collection techniques and established data sources (Sugiyono, 2012). The aim of the triangulation data collection technique is to discover data that is widespread, stable, and definite. There were three triangulation techniques, namely (Sutopo, 2002):

1. Data triangulation refers to the use of the same or equivalent data. The fact would be more consistent as it is derived from many data points. In this study, the researcher tried to combine the three data sources (In-depth interview), namely, in-service EFL teachers and pre-service EFL teachers.
2. A researcher uses triangulation methodology to collect identical data but using different approaches or data collection techniques. Method triangulation is used to examine the usage of data collecting techniques, such as whether the information received by the interview method is the same as that gained by the observation method, or whether the observations' findings match the information supplied when interviewed. This technique was also used to test the data source, to see if the data source supplied the same or different information when questioned and watched. In this comparative descriptive study, the researcher collected data by observation, interview, and documentation.
3. Theoretical triangulation emerges as researchers use more than one theory to understand the issues under consideration. Therefore, some of those theories that researcher used is the researcher use Miles and

Huberman (1994) theory for data collection method and Schostak (2006) theory as one of the research instrument theory.

The researcher used data triangulation in this research. Triangulation can be performed on this data by comparing the findings of observation, interviews, and documentation.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the findings and discussion from the research in SMPN 8 Bengkulu Selatan and SMPN 5 Kota Bengkulu to answer the two research questions: (1) The teacher's technological pedagogical content knowledge (TPACK) in teaching EFL during the Covid-19 pandemic in two different school areas (rural and urban), and (2) The implementation of technological pedagogical content knowledge (TPACK) by teachers in teaching EFL during Covid-19 pandemic in two different school areas (rural and urban). The data was taken from observation and interviews. The results of online classroom observation and interview are explained and discussed as the following:

A. Finding

This study was carried out in the EFL class at 7th grade SMP N 8 Bengkulu Selatan and SMP N 5 Bengkulu City from May 10, 2021 to June 7, 2021. The research was carried out through observation, interviews, and documentation with research subjects within inside and outside the classroom. Researchers analyzed the research findings using comparative descriptive approaches, which implies that the researcher would explain the similarities and differences, as well as interpret all of the data obtained, in order to generate a broad and comprehensive description.

1. The Study's Context

SMPN 8 Bengkulu Selatan is a government school located in Kedurang district, province of Bengkulu. Based on the latest data on the profile of SMPN 8 Bengkulu Selatan, this school was built in 2000. Currently, SMPN 8 Bengkulu Selatan has 38 teachers and educators and 450 students consisting of 235 male students and 215 female students. This school has 15 classrooms, 1 laboratory rooms, and 1 library. SMPN 8 Bengkulu Selatan accredited A. Since 2013, 2013 curriculum has implemented in this school until at the present.

SMPN 8 Bengkulu Selatan has vision and mission that supports the character education values of students. The vision and mission of SMPN 8 Bengkulu Selatan are as follows:

Vision & Mission of SMP Negeri 8 Bengkulu Selatan

- Vision
The creation of child-friendly schools, great in achievement, character, rooted in the nation's culture and environmentally sustainable, based on faith and piety as well as science and technology.
- Mission
 - Implement effective learning and competitive mentoring.
 - Encourage and help students to recognize their potential so that it can be developed optimially.
 - Growing intensive spirit and excellence to all school citizens.

- Culturing the 7s activities i.e.: smile, greetings, greetings, polite, mannership, spirit and whole heart to all school citizens.
- Implement a clean and healthy living behavior to preserve a healthy school.
- Implementation of extracurricular programs to produce achieving students and useful for daily life.
- Growing review on religious teachings approved as the basis of local wisdom in association and action.
- Creating a comfortable and fun environment as a vehicle to socially with the citizens of the school with the neighborhood community.

The vision and mission of SMPN 8 Bengkulu Selatan above shows a desire to increase intensive spirit and kindness of all school citizens based on faith and piety as well as science and technology. Based on the school's vision, not only to improve achievement, but also to increase the competence of educators and education staff in using technology, information and communication (ICT)-based media. The vision and mission of SMPN 8 Bengkulu Selatan also has a correlation with the seven main values of strengthening teacher technology knowledge, namely TPACK.

Moreover, SMPN 5 Kota Bengkulu is a government school located on RE Martadinata street number 5, Pagar Dewa Kota Bengkulu. Based on

the latest data Kemendikbud on the profile of SMPN 5 Kota Bengkulu, this school was built in 2000. Currently, SMPN 8 Bengkulu Selatan has 53 teachers and educators and 963 students consisting of 489 male students and 474 female students. This school has 28 classrooms, 2 laboratory rooms, and 2 libraries. SMPN 5 Kota Bengkulu accredited A. Since 2011, 2013 curriculum has implemented in this school until at the present.

SMPN 5 Kota Bengkulu has vision and mission that supports the character education values of students. The vision and mission of SMPN 8 Bengkulu Selatan are as follows:

Vision & Mission of SMPN 5 Kota Bengkulu

- Vision
 - To build people with character who are competitive and strive for high school accomplishment and quality.
- Mission
 - To promote religious teachings and their application in daily life.
 - Effectively carry out the learning process - teaching, guiding, and training - so that each student may develop optimally and work to their full potential.
 - To foster a spirit of accomplishment in the domains of science and technology, sports, skills, and cultural arts based on students' talents, interests, and potential.

- Create a harmonious relationship between school inhabitants and the environment.
- Improving teachers' and education staff's ability to use learning media based on technology, information, and communication (ICT).
- Implementing participatory management.
- Forming school citizens to be environmentally conscious.

The vision and mission of SMPN 5 Bengkulu City above shows a desire to increase student character values. Based on the school's vision, not only to improve achievement, but also to increase the competence of educators and education staff in using technology, information and communication (ICT)-based media. The vision and mission of SMPN 5 Bengkulu City also has a correlation with the seven main values of strengthening teacher technology knowledge, namely TPACK.

Based on the data above, the researcher conducted research at SMPN 5 Kota Bengkulu to see how the implementation of teachers' TPACK this school in the teaching and learning process based on the 7 main aspects of TPACK framework.

- 2. The Teacher's Technological Pedagogical Content Knowledge (TPACK) and the Implementation in Teaching EFL during the Covid-19 Pandemic in Two Different School Areas (Rural and Urban)**
 - a. Teachers' TPACK in Conducting Online Learning**

Teachers' knowledge of when, where, and how to increase students' competency through suitable instructional methodologies with suitable supporting technology is referred to as TPACK (Koehler, Mishra, & Yahya, 2007; Mishra & Koehler, 2006; Mouza, Nandakumar, Yilmaz & Karchmer-Klein 2017). Based on Mishra and Koehler (2006), there are 7 aspects of teachers' TPACK. They are extracted from three main components of knowledge (content, pedagogy, and technology). They are: 1) Technology knowledge (TK), also recognized as knowledge of different technologies, 2) Content knowledge (CK), which is known as knowledge of subject matter, 3) Pedagogical knowledge (PK), also known as knowledge of teaching systems or techniques, 4) Technology content knowledge (TCK), it relates to subject material knowledge presented by the use of technology, 5) Technological pedagogical knowledge (TPK), also relates to understanding how to use technology to apply various teaching methods, 6) Pedagogical content knowledge (PCK), also corresponds to knowledge of various types of subject matter teaching techniques, and 7) Technological pedagogical content knowledge (TPACK), that is described as knowledge of how to use technology to apply teaching methods for various subject matter forms.

Therefore, TPACK framework becomes the main assessment of teacher knowledge in experience an effective technology integration process. In this study, there were two English teachers who taught the 7th grade from each school (SMPN 8 Bengkulu Selatan/rural school

area and SMPN 5 Kota Bengkulu/urban school area) as the subjects of research. After conducting research at the school for two weeks per school or totally one month, the summary of research results is described as follows:

1) Technological Knowledge (TK)

The study discovered some data from rural and urban schools in terms of technological competence (TK). According to the findings of an observation done on May 11th, 2021 at SMPN 8 Bengkulu Selatan, the rural school teachers had a poor level of TK. First, the teachers lacked adequate critical technological tools for the courses; it found that the majority of them seldom or never utilized online learning apps, such as Zoom meetings, Google Classroom, and so on, they only used two applications to assist them in conducting online learning, namely Google Forms for evaluating students' knowledge with multiple choice and WhatsApp for providing material and assignment announcements.

Second, teachers still employ technology to enhance learning strategies, such as YouTube videos or PowerPoint presentations. Finally, instructors continue to confront challenges while implementing technology; they still do not know how to solve difficulties linked to technological tools or apps, despite having attended training on online learning systems.

Furthermore, the data was obtained through an interview. The teachers at SMP Negeri 8 Bengkulu Selatan demonstrated low level of technological knowledge. As evidenced by the following data:

Q2 : Do you frequently try out different technologies to use in the teaching process?

Apakah Anda sering mencoba berbagai teknologi untuk digunakan di proses pengajaran?

T2 : “I have lack adequate knowledge about how to use technology. During Online studying, I can only use a few programs. For example, in the learning process, I solely use the YouTube and WA apps; before the learning process begins, I seek for videos on YouTube that correspond to the topic in the lesson plans.”

“Saya kurang memiliki pengetahuan yang memadai tentang cara menggunakan teknologi. Selama belajar Online, saya hanya dapat menggunakan beberapa program. Misalnya, dalam proses pembelajaran, saya hanya menggunakan aplikasi YouTube dan WA; sebelum proses pembelajaran dimulai, saya mencari video di YouTube yang sesuai dengan topik dalam RPP.”

Otherwise, based on observations conducted on May 24th, 2021 at SMPN 5 Kota Bengkulu (urban school), the researcher

discovered that teachers have a good level of TK. It was discovered that the majority of them could make use of computer hardware in the form of an input device, a processing device, and an output device. Other confirmations included a participants' ability to utilize software using computer application programs such as video players, audio players, Microsoft Word, Microsoft Excel, and Microsoft PowerPoint.

Although the majority of them seldom utilize online learning apps, such as Zoom meetings, Google Classroom, and so on, they can nevertheless utilize these apps without issue since they have attended multiple seminars or trainings on online learning systems and can address their own difficulties on technology. T1 (participant) stated:

Q2 : Do you frequently try out different technologies to use in the teaching process?

Apakah Anda sering mencoba berbagai teknologi untuk digunakan dalam proses pengajaran?

T1 :“Yes, I often try various things, especially last year. I often try video editing applications such as plotagon, canva, pooutun, rander forest and many more, such as kine master or inshot which I use the most. Moreover, as a teacher I learned to master various technologies to create an innovative learning atmosphere. I usually use the Zoom

Meeting application in doing online learning, I also use the YouTube application to upload video lessons that I made myself.”

”Ya, saya sering mencoba berbagai hal, apalagi tahun kemarin. Saya kerap mencoba aplikasi editing video seperti plotagon, canva, poutun, rander forest dan masih banyak lagi, seperti kine master atau inshot yang paling sering saya gunakan. Apalagi sebagai guru saya dituntut untuk menguasai berbagai teknologi untuk menciptakan suasana belajar yang inovatif. Saya biasanya menggunakan aplikasi zoom meeting dalam melakukan pembelajaran online, saya juga menggunakan aplikasi YouTube untuk mengunggah video pelajaran yang saya buat sendiri.”

She admitted that she has adequate knowledge about technological advancement. It disclosed that they could use computer software technology related to knowledge of hardware, software, and brainwave. In the knowledge of computer devices, they applied TK as a practical learning tool, and they applied TK in teaching and learning activities. In addition, it showed that they used some media to assist the online learning systems such as videos, e-book, pictures, and others. Hence, their students were very enthusiastic about moving forward and contributing directly to the material. Most of the teachers stated that they tried to employ

technology as often as possible in the classroom during Covid-19 pandemic.

The interview above showed that English teachers in rural area still have low level in term of Technological Knowledge (TK). Otherwise, the urban schools teachers have high level of TK. It showed that the EFL teachers of SMP Negeri 5 Kota Bengkulu and SMP Negeri 8 Bengkulu Selatan have differences in the form Technological Knowledge aspects. Thus, the teachers who taught EFL in rural school should be continued to improve their technological knowledge.

2) Content Knowledge (CK)

In terms of content knowledge, the subjects observed were two English teachers in 7th grade from rural and urban schools. There were some findings that the researcher figured out, based on the result of observation conducted on May 10 2021 at SMP Negeri 8 Bengkulu Selatan. First, on teachers' subject matter knowledge was fairly good. The teachers have a good mastery since the content of the lesson was well presented and the teachers asked the learners to contact the teachers personally if they have not yet comprehend the material given, also it prove by the teacher last education which is from English education background which mean they were mastering the subject.

Second finding was the topic reinforcement. In strengthening the topic of the lesson, the teacher is present relevant and accurate facts in relation to the topic such as providing images or link videos from YouTube related to the topics being taught at that time. Third, in providing references for students, teachers use printed and electronic books to obtain relevant content in EFL subjects. And the last, in reinforcing the subject matter of the lesson, the teachers always ask students a question about last material in previous meeting before the class begin, the teachers also give assignments to students and asked them to collected through class WhatsApp groups in every two weeks.

In addition, the data was taken from interview. The teachers of SMP Negeri 8 Bengkulu Selatan showed that they have good subject matter knowledge. It can be seen from the data as follow:

Q1 : Do you have sufficient knowledge about English?

Apakah Anda memiliki pengetahuan yang cukup tentang bahasa Inggris?

T1 : “Yes, I have sufficient knowledge of English, particularly because my most recent education is an undergraduate degree in English education. I also frequently participate in various activities, such as training, PKG (Teacher Activity Center), MGMP (Subject Teacher Conference), and KKG (Teacher Working Group).”

“Ya, Saya memiliki cukup pengetahuan terkait bahasa Inggris, terlebih pendidikan terakhir saya yang memang merupakan S1 pendidikan bahasa inggris, saya juga kerap mengikuti berbagai macam kegiatan, seperti pelatihan, PKG (Pusat Kegiatan Guru, MGMP (Musyawarah Guru Mata Pelajaran), maupun KKG (Kelompok Kerja Guru)”.

He stated that he had a broad and in-depth understanding of the teaching materials. He could decide whether or not the subject would be simple for students to comprehend, as well as the level of anticipation.

It also revealed that they were able to achieve the content in the learning objectives. For example, participant T2 stated that one of the learning objectives required students to be able to interpret narrative material. Students answered that they would be able to explain narrative content in class. To find things simpler for learners, they might separate material concepts into basic content and representational forms.

Furthermore, similar to rural school area the findings of observation conducted at SMPN 5 Kota Bengkulu on May 24th, 2021, was also remarkable. First, teachers' subject matter knowledge was fairly good. The teachers have a good mastery since they presenting the material without any issue and the teachers will

give additional explanation if the student have not yet comprehend the material, also it prove by the teacher last education which is from English education background and they serve some relative sources during the teaching and learning process.

Second finding was the topic reinforcement. In strengthening the topic of the lesson, the teacher is present relevant and accurate facts in relation to the topic such as providing images or videos related to the topics being taught at that time. Third, in providing references for students, teachers use printed and electronic books and materials from the internet to obtain relevant content in EFL subjects. And the last, in reinforcing the subject matter of the lesson, the teachers always ask students a question about last material in previous meeting before the class begin, the teachers also give assignments to students in the form of multiple choice assignments done through Google form and essays collected through class WhatsApp groups in every twice meeting.

Further, based on the interview data's of English teachers from SMP Negeri 5 Kota Bengkulu, they also showed that they had good level of content knowledge. One of the teachers noted that:

Q2 : Do you have various ways and strategies of developing your understanding of English?

Apakah Anda memiliki berbagai cara dan strategi untuk mengembangkan pemahaman bahasa Inggris?

T2 : “I have easy access to academic materials and resources for more materials and provide various references to get relevant content in EFL subjects, such as video conversations of native speakers, so that I can develop my knowledge with authentic materials, not only by using text materials but also other references through audio-visuals”.

“Saya memiliki akses mudah dalam hal materi dan lebih banyak sumber akademik untuk bahan dan memberikan berbagai referensi untuk mendapatkan konten yang relevan dalam mata pelajaran EFL, seperti percakapan video penutur asli, sehingga saya dapat mengembangkan pengetahuan saya dengan bahan otentik, tidak hanya dengan menggunakan bahan teks tetapi juga referensi lain melalui audio visual. ”.

Based on the interview above, it showed that English teachers in both rural and urban schools can organize content by providing material and separating it into categories or components that are easy to understand using various kinds of references. It refers that the EFL teachers of SMP Negeri 5 Bengkulu City and SMP Negeri 8 Bengkulu Selatan have similarities in the form of very good content knowledge aspects and only slight differences in aspects of

material delivery. However, this should be continued and improved by the teachers.

3) Pedagogical Knowledge (PK)

The third factor is Pedagogical Knowledge (PK). Based on the observation results from SMP N 8 Bengkulu Selatan on May 17th 2021, the majority of teachers had fairly good PK levels. First, the teachers have not found a suitable strategy to apply in online learning. They are still trying to find appropriate strategies and approaches, because currently SMP Negeri 8 Bengkulu Selatan is still implementing asynchronous e-learning, where learning is teacher-centered and there are time constraints during the implementation of learning. For example, teachers use WA applications during the learning process. The teacher sends a video link from YouTube or material in the form of a word/image file to the WA group then asks students to read or watch the video.

Furthermore, teachers can organize the class to encourage student learning. They could manage the classroom teaching learning process, which included student understanding, planning, performance of learning, assessment of learning objectives, and actualization of all potential learners. As proved by the following data:

Q3 : Do you know how to organize classroom management?

Apakah Anda tahu bagaimana mengatur manajemen kelas?

T1 : "At first, I had to establish a nice atmosphere in order to attract the learners' attention." I may modify my instruction based on what learners now comprehend or do not grasp."

"Pada awalnya, saya harus membangun suasana yang menyenangkan untuk menarik perhatian siswa. Saya dapat memodifikasi instruksi saya berdasarkan apa yang sekarang dipahami atau tidak dipahami oleh siswa".

He claimed that in order to capture the attention of the learners, he needed to first establish a nice environment. T1 stated that he had to be pleasant in the classroom. They seem to be able to increase students' understanding by examining or recalling past material as well as the content to be taught by first questioning the learner. The majority of them revealed that the students' abilities and attitudes relating English content improved after they were directed to form groups and submit the results. Because the students' qualities differed, participant T2 claimed that English teachers should be aware of suitable teaching techniques for their classroom.

English teachers' actions in teaching and learning activities through the PK demonstrated that they could provide knowledge to learners by actualizing all prospective students through the

development of these groups, resulting in students with strong pedagogical knowledge. The majority of teachers stated that they kept up to speed on professional teaching development through the English teachers' forum. It was also discovered that PK is essential since it determines the learning objectives. However, other participants were not as generous in awarding extra points to learners who were active in class.

Otherwise, based on observations conducted on May 24th, 2021 at SMPN 5 Kota Bengkulu (urban school), the researcher discovered that teachers have a good level of PK. First, the teachers know essential pedagogical approaches for the lesson preparation and presentation, the teachers were implementing synchronous e-learning, where learning is student-centered and there are no time constraints during the implementation of learning. For example, teachers use Zoom meeting applications during the learning process. The teachers share a video or slide material presentation during the teaching-learning process. Second, the teachers demonstrate an understanding of different styles of student learning, they using Zoom meeting applications to check students' understanding by asking directly or sending questions on Chat feature.

In addition, the teachers structure the lesson to promote student learning. To begin, content-related refers to the interactions of the teachers and learners with learning resources. The teacher greeted

the students to class. Simultaneously, she checked learners' attendance or involvement by writing their names in the WhatsApp group (WAG). The teacher also reviewed earlier materials to test the students' understanding. The teacher generally used screenshots (images) of power point slides, charts, tables, and texts to deliver topics. To assess students' comprehension as well as their attentiveness, the lecturer questioned each learner by name. This was a good teaching approach for dealing with students' lack of attention during online learning, as some students may merely open the WAG without joining the discussions. The teacher also supplied analytical questions such as “what is your opinion about?”, “how do you classify/confirm/clarify/justify?”, and “why do you think that?” to develop the students' critical thinking.

Second, tasks are planned as part of the activities connected to assignment management. In this context, the learners' key activities in designing their assignments were task confirmation and task negotiation. During task confirmation, students attempted to explain the teacher's instructions. For example, they inquired about writing narrative text tutorial on YouTube. This occurs when some learners are still unclear about their comprehension of the task's guidelines/rules. Meanwhile, task negotiation occurs when learners require an exception. They may, for example, bargain over the task's intricacy and submission date.

Finally, social supports consider how to preserve emotional responses and interest throughout lessons. During the class sessions, the majority of the learners actively participated. They seemed responsive while replying to the teacher's queries as well as when asking the teacher questions when they were still unclear about some topics. The teacher appreciated everyone for coming to class and engaging in the discussions at the end of each session. Meanwhile, the learners reacted by saying thank you and expressing their wishes. They also had emoticons, namely the thank-you emoji (folded hands).

Further, based on the interview data's of English teachers from SMP Negeri 5 Kota Bengkulu, they also showed that they had good level of pedagogical knowledge. One of the teachers noted that:

Q3 : Do you know how to organize classroom management?

Apakah Anda tahu bagaimana mengatur manajemen kelas?

T2 : "Yes. First, I greeted the students to class. Simultaneously, assessed learners' attendance or engagement by putting their names in the WhatsApp group, and also provided analytical questions such as "what is your view about?", "how do you classify/confirm/clarify/justify?", and "why do you think that?" to promote students' critical thinking. Second, I gave the learners assignments on the topic and

then measured their emotional responses and interest throughout the lessons.”

“Ya. Pertama, saya menyapa siswa di kelas. Secara bersamaan, menilai kehadiran atau keterlibatan siswa dengan memasukkan nama mereka di grup WhatsApp, dan juga memberikan pertanyaan analitis seperti “bagaimana pandangan Anda tentang?”, “bagaimana Anda mengklasifikasikan /mengkonfirmasi/ membedakan?”, dan “Mengapa Anda berpikir demikian?” untuk mendorong pemikiran kritis siswa. Kedua, saya memberikan tugas kepada siswa tentang topik tersebut dan kemudian mengukur respons dan minat emosional mereka selama pelajaran.”

She stated that she had knowledge of the classroom management. She could arrange the online classroom properly by using synchronous e-learning discussion. The teacher can lead the discussions interactively. Therefore, the discussions are quite effective and every student gets involved in the discussions.

Based on the interview above, it showed that English teachers in both rural and urban schools can organize the online learning classroom by using different style. Teachers in rural areas (SMP Negeri 8 Bengkulu Selatan) tend to use asynchronous online learning styles, they use it because they can still adapt e-learning

even though it is held at a certain time, moreover they can do classes without any time restrictions. This is also related to demographic factors, where rural areas usually experience internet connection problems so that it does not allow them to carry out learning directly using certain applications according to the lesson schedule. They also focus on teacher-centered learning, where the lessons focus on the explanations given by the teacher.

Otherwise, synchronous e-learning was employed by teachers in the urban area (SMP Negeri 5 Kota Bengkulu). It refers to learning/teaching that occurs concurrently via an electronic media. It implies that even if the teachers and learners are not in the same physical location, they may still engage in real time using media such as zoom meetings. During the classes, the teacher provides the learning content by employing the zoom capabilities such as offering an engagement place for students to ask questions, allowing students to ask the chat column on the zoom, or directly asking questions in the zoom room.

Therefore, it refers that the EFL teachers of SMP Negeri 5 Bengkulu City and SMP Negeri 8 Bengkulu Selatan have similarities in the form of very good pedagogical knowledge aspects and had slight differences in aspects of teaching strategy. However, the teachers should be continued and improved their pedagogical knowledge.

4) Pedagogical Content Knowledge (PCK)

The sixth knowledge domain is pedagogical content knowledge (PCK). The findings from observation on 18 May, 2021 at SMP Negeri 5 Kota Bengkulu, showed that the PCK level of the teachers was good. First, the teachers select effective teaching approaches to guide student thinking and learning. They could understand the material with several sub-concepts and their application in a flexible manner. The application of English language development that applied while they taught the material became creative and innovative in learning in the classroom. Therefore, they seemed to have a deep mastery of the content (content) in how to teach it, so that it appeared that English teachers could improve their abilities to become professionals.

Second, the teachers make their lesson plan by adopting from MGMP (Musyawarah Guru Mata Pelajaran). It revealed that they prepared education administration, e.g., lesson plans, syllabus, annual programs, and semester programs themselves. It could be stated that the preparation of the education administrative is a crucial aspect since it is a determinant and as a director of the direction to be achieved. Third, the teacher make difficult lesson easier for students to understand. Some of them used educational games to promote students' skills, e.g., puzzle games.

Furthermore, the results of interviews with English teachers at SMP Negeri 8 Bengkulu Selatan showed that they had good PCK levels. It supported by the teacher statement bellow:

Q2 : Do you use the technologies to develop learning activity and students' tasks?

Apakah Anda menggunakan teknologi untuk mengembangkan kegiatan belajar dan tugas siswa?

T2 : "I usually provide students with an understanding of the importance of learning in every situation, directly with students. Second, I prepared teaching materials that short, clear, easy to understand, and interesting. Third, I chose simple and interesting learning media. And Fourth, evaluate learning regularly and continuously."

"Saya biasanya memberikan pemahaman kepada siswa tentang pentingnya belajar dalam setiap situasi, langsung dengan siswa. Kedua, saya menyiapkan bahan ajar yang singkat, jelas, mudah dipahami, dan menarik. Ketiga, saya memilih media pembelajaran yang sederhana dan menarik. Dan Keempat, evaluasi pembelajaran secara teratur dan berkesinambungan."

Moreover, the findings from observation on 25 May, 2021 at urban school teachers at SMP Negeri 5 Kota Bengkulu showed that the PCK level of the teachers was excellent. First, similar to rural

school teachers at SMP Negeri 8 Bengkulu Selatan, the teachers also select effective teaching approaches to guide student thinking and learning. They could understand the material with several sub-concepts and their application in a flexible manner. The application of English language development that applied while they taught the material became creative and innovative in learning in the classroom. Therefore, they seemed to have a deep mastery of the content (content) in how to teach it, so that it appeared that English teachers could improve their abilities to become professionals.

Second, the teachers make their own lesson plan and did not adopt it from MGMP. It revealed that they prepared education administration, e.g., lesson plans, syllabus, annual programs, and semester programs themselves. It could be stated that the preparation of the education administrative is a crucial aspect since it is a determinant and as a director of the direction to be achieved. Third, the teacher make difficult lesson easier for students to understand. Some of them used video tutorial made by themselves and they have uploaded on their YouTube channel to promote students' skills, e.g., Listening and Speaking skills.

In additional, the results of interviews with English teachers at SMP Negeri 5 Kota Bengkulu showed that they had great PCK levels. It supported by the teacher statement bellow:

Q2 : Do you use the technologies to develop learning activity and students' tasks?

Apakah Anda menggunakan teknologi untuk mengembangkan kegiatan belajar dan tugas siswa?

T2 : "I use the video for the material or the purpose of learning what it is about. I chose the first material by re-opening the book about what it is and its ultimate goal, for example about text descriptions, I will describe the adjectives first about the nature of people, objects, animal traits then re-specify for example this week about animal traits then next week about people who are clear to me looking for the closest example to students descriptions of humans, they can describe themselves, teachers or about parents."

"Saya menggunakan video untuk memberitahukan materi atau tujuan belajarnya tentang apa. Saya memilih materi pertama dengan membuka kembali buku tentang apa dan tujuan akhirnya, contohnya tentang deskripsi text, saya akan menjabarkan tentang adjektif terlebih dahulu tentang sifat orang, benda, sifat hewan kemudian di spesifikasikan kembali misalnya minggu ini tentang kata sifat hewat kemudian minggu depan tentang orang yang jelas saya mencari yang paling dekat dengan murid contohnya

deskripsi tentang manusia, mereka bisa deskripsikan diri sendiri, guru atau tentang orang tua.”

Based on the above data, it showed that both English teachers in rural area and the urban schools teachers have high good of PCK. It showed that the EFL teachers of SMP Negeri 5 Kota Bengkulu and SMP Negeri 8 Bengkulu Selatan have similarities in the form pedagogical content knowledge aspects. Thus, the teachers who taught EFL in both schools should be continued to improve their pedagogical content knowledge.

5) Technology Content Knowledge (TCK)

The fourth factor is Technology Content Knowledge (TCK). Based on the observation results from SMP N 8 Bengkulu Selatan on May 18th 2021, the majority of teachers had fairly good technological content knowledge (TCK) levels. First, the teacher uses technology to demonstrate complex ideas that would otherwise be difficult to learn. It revealed that they could choose the primary competency material in English learning that was appropriate in teaching using technology. They also could use appropriate technology with multimedia resources and carry out the learning process with technology media, e.g., LCD and laptops. Nevertheless, most of them rarely gave assignments to students by making the material in the form of Microsoft PowerPoint, learning videos, and electronic books.

Second, the teachers assist students to use technology to investigate and construct meaning of the complex ideas they are learning. They help the learners who seem did not yet comprehend how to operate the technology by giving the learners chance to ask them and give them the detail explanation about how to use the technology. Finally, the teachers used all teaching aids including digital resources are attractive (layout) and support the theme/content of the lesson, such as images and videos that related to the topic.

Further, based on the interview data's of English teachers from SMP Negeri 8 Bengkulu Selatan, they also showed that they had fairly good level of technology content knowledge. One of the teachers noted that:

Q2 : Do you use the technologies to develop learning activity and students' tasks?

Apakah Anda menggunakan teknologi untuk mengembangkan kegiatan belajar dan tugas siswa?

T2 : *"I and my students use some online platforms. For example, I use Whatsapp for online discussion and send video to peer assesment."*

"Saya dan siswa saya menggunakan beberapa platform online. Misalnya, saya menggunakan Whatsapp untuk diskusi online dan mengirim video untuk peer assesment."

She admitted that she created Whatsapp for online discussion. And she assigned her students to watch English movies to enrich their vocabulary.

Otherwise, based on observations conducted on May 24th, 2021 at SMPN 5 Kota Bengkulu (urban school), the researcher discovered that teachers have a good level of TCK. First, the teacher uses technology to demonstrate complex ideas that would otherwise be difficult to learn. It revealed that they could choose the primary competency material in English learning that was appropriate in teaching using technology. They also could use appropriate technology with multimedia resources and carry out the learning process with technology platform, e.g., zoom meeting, Google meet, Google classroom and WhatsApp. Nevertheless, most of them relatively gave assignments to students in the form of multiple choices and asked to make learning videos for midterm and final examination.

Second, the teachers assist students to use technology to investigate and construct meaning of the complex ideas they are learning. They help the learners who seem did not yet comprehend how to operate the technology by giving the learners instruction to watch the tutorial videos on their YouTube channel, because they have been given the detail explanation about how to use the technology relating to the subject matters. Finally, similar to rural

school teachers, the teachers also used all teaching aids including digital resources are attractive (layout) and support the theme/content of the lesson, such as images and videos that related to the topic.

Further, based on the interview data's of English teachers from SMP Negeri 5 Kota Bengkulu, they showed that they had good level of technology content knowledge. One of the teachers noted that:

Q2 : Do you use the technologies to develop learning activity and students' tasks?

Apakah Anda menggunakan teknologi untuk mengembangkan aktivitas belajar dan tugas siswa?

T2 : "Sure, my students and I use several online platforms. For example, I use Zoom meetings for online discussions and seeing student activity, as well as WhatsApp to collect assignments and share materials to be studied before doing a zoom meeting at the next meeting, I also use the YouTube platform to share learning videos that I have made myself to serve as student references during discussions at the zoom meeting they missed the material or still didn't understand the content that was explained."

“Tentu, saya dan siswa saya menggunakan beberapa platform online. Contohnya saya menggunakan Zoom meeting untuk diskusi online dan melihat aktivitas siswa, serta WhatsApp untuk mengumpulkan tugas dan membagikan materi yang akan dipelajari sebelum melakukan zoom meeting pada pertemuan berikutnya, saya juga menggunakan platform youtube untuk membagikan video pembelajaran yang saya telah menjadikan diri saya sebagai referensi mahasiswa saat berdiskusi pada zoom meeting mereka melewatkan materi atau masih belum memahami isi yang dijelaskan.”

She admitted that she created Whatsapp group class for online sharing the material, assignment or even YouTube video link regarding the material. And she assigned her students to watch video to enrich their deep knowledge about the material, e.g. narrative topic.

Based on the above data, it showed that English teachers in rural area still have low level in term of Technology Content Knowledge (TCK). Otherwise, the urban schools teachers have high level of TCK. It showed that the EFL teachers of SMP Negeri 5 Kota Bengkulu and SMP Negeri 8 Bengkulu Selatan have differences in the form Technological Knowledge aspects. Thus, the teachers who

taught EFL in rural school should be continued to improve their technology content knowledge.

6) Technological Pedagogical Knowledge (TPK)

The sixth knowledge domain is technological pedagogical knowledge (TPK). The findings based on observation conducted at SMP Negeri 8 Bengkulu Selatan on 18th of May 2021, it showed that the TPK level of the both subjects was good enough. First, the teachers used technology to interact and collaborate with students in different teaching and learning activities. It revealed that they had prepared their own information technology learning media before the learning process began. They used WhatsApp apps as the platform for conducting online learning.

Second, the teachers use technology for introducing concepts (from simple to complex) in didactic approaches for teaching students. They could practically deliver material following the information technology media. Most of them suggested students use educational applications or programs that the participants knew from the English teacher. They also suggested the learners to watch more video on YouTube that related to the topic discussion, so that the learner will be more comprehend to the material.

In addition, the teachers adapted the use of technology to promote PBL approaches in teaching and learning activities. They also immediately guided and explained the problematic material

again by using Microsoft PowerPoint. However, one teacher did not utilize the school Wi-Fi for teaching and learning activities. He reasoned that school did not have strong enough internet connections and the use of Wi-Fi and internet services were limited.

The above data also supported by the teachers' interview findings at SMPN 8 Bengkulu Selatan. They showed that they had fairly good level of Technological Pedagogical Knowledge. One of the teachers noted that:

Q1 : Can you select technologies to use in your classroom that enhance what you teach, how you teach, and what students learn?

Dapatkah Anda memilih teknologi untuk digunakan di kelas Anda yang meningkatkan apa yang Anda ajarkan, cara Anda mengajar, dan apa yang dipelajari siswa?

T2 : "I often suggest my students to use educational application or programs. I also shared E-books and E-tests so that students could learn the material in their phone."

"Saya sering menyarankan siswa saya untuk menggunakan aplikasi atau program pendidikan. Saya juga membagikan E-book dan E-test sehingga siswa dapat mempelajari materi di ponsel mereka."

He informed that he shared E -books and E-tests for his students so that students could learn the material in their phone. In the use of

technology-based media, some of them used laptops and computer software, e.g., Microsoft PowerPoint applications. They could present the material by using a slide presentation so that the material could be understood for students.

Otherwise, based on observations conducted on May 24th, 2021 at SMPN 5 Kota Bengkulu (urban school), the researcher discovered that teachers have a good level of TPK. First, the teachers used technology to interact and collaborate with students in different teaching and learning activities. It was discovered that the majority of the teacher used technology to interact with student such as zoom meeting apps for discussion/presentation, WhatsApp as media for shared information such as e-books, YouTube link video, power point presentation, and Google classroom for collecting students' assignment. Other confirmations included they utilize software using computer application programs such as video players, audio players, Microsoft Word, Microsoft Excel, and Microsoft PowerPoint. One of the subject stated that he used many tools in conducting online learning. For achieving the goals of learning, the teacher needs to apply several techniques and technology, because in this current situation, the learners motivation should be improved to make them gain knowledge.

Second, the teachers use technology for introducing concepts (from simple to complex) in didactic approaches for teaching

students. They could practically deliver material following the information technology media such video on YouTube or applications that could improve the students' four language skills, such as duo lingo, Edmodo, etc.

In addition, the teachers adapted the use of technology to promote PBL approaches in teaching and learning activities. They also immediately guided and explained the problematic material by initiating the lesson by giving them question trough slide presentation. However, one teacher did not much application in teaching-learning process since she did not understand how to operate them.

The above data also supported by the teachers' interview findings at SMPN 5 Kota Bengkulu. They showed that they had good level of Technological Pedagogical Knowledge. One of the teachers noted that:

Q1 : Can you select technologies to use in your classroom that enhance what you teach, how you teach, and what students learn?

Dapatkah Anda memilih teknologi untuk digunakan di kelas Anda yang meningkatkan apa yang Anda ajarkan, bagaimana Anda mengajar, dan apa yang dipelajari siswa?

T2 : "Once our zoom meeting class was over, I often shared

video that I made to my YouTube channel and asked the students to watch it. Also I used to give them other references such as E- books so that students could gain more knowledge and more comprehend to the material.”

“Setelah kelas zoom meeting kami selesai, saya sering membagikan video yang saya buat ke saluran YouTube saya dan meminta siswa untuk menontonnya. Saya juga biasa memberi mereka referensi lain seperti E-book agar siswa bisa mendapatkan lebih banyak pengetahuan dan lebih memahami materi.”

He informed that he usually shared video about the material on his YouTube channel and he used to give his students other references such as E-books so that they could gain more knowledge and more comprehend to the material.

Therefore, from the observation and interview findings above, it showed that English teachers in rural area still have low level in term of Technological Pedagogical Knowledge (TPK). Otherwise, the urban schools teachers have high level of TK. It showed that the EFL teachers of SMP Negeri 5 Kota Bengkulu and SMP Negeri 8 Bengkulu Selatan have differences in the form Technological Pedagogical Knowledge aspects. Thus, the teachers who taught EFL in rural school should be continued to improve their technological knowledge.

7) Technological Pedagogical Content Knowledge (TPACK)

The seventh knowledge domain is technological pedagogical and content knowledge (TPACK). Mishra and Koehler (2006) formulated the definition of TPACK as an understanding of concepts about technologies and pedagogical techniques so that technologies can be utilized structurally in order to teach content. It covers knowledge of aspects that determine whether the concepts are easy or difficult and how technology overcame those problems; knowledge of epistemology theories and students' preceding knowledge; and knowledge of how technologies may be used to construct on nowadays knowledge and to ameliorate new epistemologies theories or strengthen old theories. In their perspective, TPACK is a complex domain of knowledge that includes the interplay of the three knowledge components, i.e., technology, pedagogy, and content.

The findings of observation conducted on 19 May, 2021 in the last aspect, namely Technological Pedagogical and Content Knowledge Aspect (TPACK) of EFL teachers at SMPN 8 Bengkulu Selatan showed that the TPACK level of the majority of teachers was good enough. it showed that English teachers could apply seven aspects of TPACK, i.e., Technological Knowledge, Pedagogical Knowledge, Content Knowledge, Pedagogical Content Knowledge, Technological Content Knowledge, Technological Pedagogical

Knowledge, and Technological Pedagogical And Content Knowledge.

First, it revealed that English teachers were good enough of teaches a lesson that appropriately combines subject content, technologies and teaching & learning approaches. Some of them admitted that they teach a material with proper teaching method by using supportive technologies based on TPACK framework such as WhatsApp group, while others teach a material by using technology for making the content look more amazing to students but no ideas about the term, e.g. video speaking on YouTube, also they used Google classroom for assessing student weekly assignment.

Second, the teachers used technology to support student learning approaches for the lesson taught. It showed that the teacher often sharing YouTube link video to WhatsApp group class as references for student, so they can understand the material easier if they see the example. Finally, the teachers were well prepared (having lesson plan) and able to operate technology to present a relevant lesson contents. The teacher used lesson plan made by themselves in modified version from MGMP for conducting the instruction and they able to operate common online learning tools such as WhatsApp and Google classroom, but they did not have adequate knowledge about others application such as Zoom Meeting.

Furthermore, the results of interviews with English teachers at SMP Negeri 8 Bengkulu Selatan showed that they had good TPCK levels. It supported by the teacher statement bellow:

Q1 :Can you teach lessons that appropriately combine language, technologies, and teaching approaches?

Dapatkah Anda mengajarkan pelajaran yang dengan tepat menggabungkan bahasa, teknologi, dan pendekatan pengajaran?

T2 : “Yes, I can integrate common technology with specific language teaching strategies using technology such as programs that assist operate online learning but sometimes it find really difficult to implement the online learning in rural area, most of our student did not have laptop/smartphone, so we could not implement synchronous e-learning and I did not have adequate knowledge in operating more complex technology. We just made one whatsapp group class consist of all the teachers who teach seven grade student and the student itself to conducting online learning. Fur example, by using WhatsApp group class, I will share a youtube link video or e-book and ask the student to watch the video/read the e-book and report the content of the video/ e-book in written form.”

“Ya, saya dapat mengintegrasikan teknologi umum dengan strategi pengajaran bahasa tertentu menggunakan teknologi seperti program yang membantu mengoperasikan pembelajaran online tetapi terkadang sangat sulit untuk menerapkan pembelajaran online di daerah pedesaan, sebagian besar siswa kami tidak memiliki laptop/smartphone, jadi kami tidak dapat menerapkan e-learning sinkron dan saya tidak memiliki pengetahuan yang memadai dalam mengoperasikan teknologi yang lebih kompleks. Kami baru saja membuat satu kelas grup whatsapp yang terdiri dari semua guru yang mengajar siswa kelas tujuh dan siswa itu sendiri untuk melakukan pembelajaran online. Sebagai contoh, dengan menggunakan kelas grup WhatsApp, saya akan membagikan video tautan youtube atau e-book dan meminta siswa untuk menonton video/membaca e-book dan melaporkan konten video/e-book dalam bentuk tertulis.”

He informed that he shared YouTube link Video and E-book through whatsapp group class for his students so that students could learn the material in their phone. They could not present the material by using a slide presentation using zoom meeting since not all the students have laptop / smartphone, but if they share a link video/e-book, the student can watch the video together with other

student who have smartphone, but sometimes it really complicated for student who want to re-watch the video since those whatsapp group consist of other teachers who taught other subjects the link may be really difficult to find if they scroll it. He also added that he did not have adequate knowledge in operating more complex technology.

Otherwise, the findings of observation conducted on 25 May, 2021 at SMPN 5 Kota Bengkulu showed that the TPACK level of the majority of teachers was good. it showed that English teachers could apply seven aspects of TPACK, i.e., Technological Knowledge, Pedagogical Knowledge, Content Knowledge, Pedagogical Content Knowledge, Technological Content Knowledge, Technological Pedagogical Knowledge, and Technological Pedagogical And Content Knowledge.

First, it revealed that English teachers were good enough of teaches a lesson that appropriately combines subject content, technologies and teaching & learning approaches. Some of them admitted that they teach a material with proper teaching method by using supportive technologies based on TPACK framework such as zoom meeting, Google classom, WhatsApp group, while others teach a material by using technology for making the content look more amazing to students but no ideas about the term, e.g. video

speaking on YouTube, also they used Google classroom and quizzizz for assessing student weekly assignment.

Second, the teachers used technology to support student learning approaches for the lesson taught. It showed that the teacher often sharing YouTube video and slide presentation during teaching-learning class through Zoom meeting as references for student, so they can understand the material easier if they see the example. Finally, the teachers were well prepared (having lesson plan) and able to operate technology to present a relevant lesson contents. The teacher used lesson plan made by themselves for conducting the instruction and they able to operate common to complex online learning tools such as Zoom Meeting, WhatsApp, Google classroom, and others application such as quizziz.

Furthermore, the results of interviews with English teachers at SMPN 5 Kota Bengkulu showed that they had good TPCK levels. It supported by the teacher statement bellow:

Q1 : Can you teach lessons that appropriately combine language, technologies, and teaching approaches?

Dapatkah Anda mengajarkan pelajaran yang dengan tepat menggabungkan bahasa, teknologi, dan pendekatan pengajaran?

T2 : “Yes, I tend to use zoom meeting application in conducting online learning, I provide students with lot of

resources such as e-books or videos. For example, I will share an authentic video (a dialogue between two native speakers) and ask my students to repeat the pronunciation of some of the vocabulary presented in the video via the Zoom Meeting application's available features such as share screens.”

“Ya, saya cenderung menggunakan aplikasi zoom meeting dalam melakukan pembelajaran online, saya menyediakan banyak sumber daya seperti e-book atau video kepada siswa. Misalnya, saya akan membagikan video otentik (dialog antara dua penutur asli) dan meminta siswa saya untuk mengulangi pengucapan beberapa kosakata yang disajikan dalam video melalui fitur yang tersedia di aplikasi Zoom Meeting seperti layar berbagi.”

She informed that she used zoom meeting apps as the media for conducting online learning. She shared e-books or authentic video through zoom meeting share screen features and ask them to repeat the pronunciation of vocabulary that they heard from that video.

Based on the above data, it showed that English teachers in rural area and the urban schools teachers have different level of TPACK. It showed that the EFL teachers of SMP Negeri 5 Kota Bengkulu have higher/good level about TPACK and SMP Negeri 8 Bengkulu Selatan have fairly good level in term of TPACK aspects. Thus, the

teachers who taught EFL in rural school area should be continued to improve their teacher technological pedagogical content knowledge.

B. Discussion

Following the collection of data from study findings gained from observations, interviews, and documentation, the researcher did data analysis to further describe the findings. Due to the researcher's data analysis technique, descriptive comparative analysis was used to analyze data gathered during the study conducted at SMP Negeri 8 Bengkulu Selatan and SMP Negeri 5 Kota Bengkulu. The following information was gathered based on the study's findings:

1. Teachers's TPACK in Teaching EFL during Covid-19 Pandemic

The Covid-19 pandemic requires teachers to be able to use technology to keep classroom learning going, even if not through face-to-face classes or online learning. Teachers are required to fulfill core competencies that contain technology knowledge. In order for all these demands to be met, the capacity for teacher technological development must be high. The teacher as a respondent has compiled a complete four competencies that includes professional, social, and pedagogical competence. This is of course in accordance with the demands of the government regulation about teacher competences. Apart from being required to develop the intellectuals of the students, teachers are also required to instill good knowledge about technology, which is Technological Pedagogical Content Knowledge (TPACK).

First, as schools that implementing online learning, SMPN 8 Bengkulu Selatan has good accreditation but has less enough facilities. This school accredited A, since 2013. Further, 2013 curriculum has implemented in this school until at the present. This school has 38 teachers, and 4 English teachers. All of the English teachers have attended the Teacher Professional Program (PPG), and have an educator certificate. They meet the criteria of professional's teachers, because they have completed in-service teacher professional education, have teaching experience ranging from two to ten years.

Similar to rural school, SMPN 5 Kota Bengkulu also accredited A, and has good facilities. Further, 2013 curriculum has implemented since 2011 in this school until at the present. This school has 53 teachers and 7 English teachers. All of the English teachers have attended the Teacher Professional Program (PPG), and have an educator certificate as well. They meet the criteria of professional's teachers, because they have completed in-service teacher professional education, have teaching experience ranging from two to ten years.

Teachers must be able to integrate instruction by employing technology improvements in the teaching and learning process, especially during the COVID-19 epidemic. The comparison of the findings of pedagogical research and content knowledge (TPACK) of teacher technology on EFL learning for students at SMP Negeri 8 Bengkulu Selatan and SMP Negeri 5 Kota Bengkulu may be considered successful.

2. The Implementation of Teachers' TPACK in Teaching EFL Learners during Covid-19 in Rural and Urban Schools Area

In implementation of seven main aspects of TPACK framework in EFL class at 7th grade SMPN 8 Bengkulu Selatan and SMPN 5 Kota Bengkulu, the results showed the teacher fulfilled several aspects and indicators of implementation the value of TPACK in teaching EFL. First, at SMPN 8 Bengkulu Selatan, the following TPACK characteristics were met: 1) Content knowledge (CK), also known as subject matter knowledge, 2) Pedagogical knowledge (PK), often known as teaching system or method knowledge, 3) Pedagogical content knowledge (PCK), also corresponds to knowledge of various types of subject matter teaching techniques, and 4) Technological pedagogical content knowledge (TPACK), that is described as knowledge of how to use technology to apply teaching methods for various subject matter forms.

Second, urban teachers were met all the TPACK aspects: 1) Content knowledge (CK), which is known as knowledge of subject matter, 2) Technology knowledge (TK), also recognized as knowledge of different technologies, 3) Pedagogical knowledge (PK), also known as knowledge of teaching systems or techniques, 4) Technology content knowledge (TCK), it relates to subject material knowledge presented by the use of technology, 5) Technological pedagogical knowledge (TPK), also relates to understanding how to use technology to apply various teaching methods, 6) Pedagogical content knowledge (PCK), also corresponds to

knowledge of various types of subject matter teaching techniques, and Technological pedagogical content knowledge (TPACK), that is described as knowledge of how to use technology to apply teaching methods for various subject matter forms.

This effort is also driven by the vision and mission of each school so that every teacher must become an educator who masters science and technology. When teachers can apply TPACK well, this will certainly have a direct effect on the achievement of learning objectives and be felt directly by students. The application of TPACK by teachers will assist students in developing their potential and knowledge regarding the subjects studied, especially English. It is in line with Hauck & Guichon (2011), most researchers claim technology is an important part of instruction.

The findings also showed that EFL teacher of SMPN 8 Bengkulu Selatan and SMPN 5 Kota Bengkulu has implemented seven main values of TPACK. First, on the teachers' Technological Knowledge (TK) based on the TK framework according to Mirsha & Koehler (2006), the findings showed that English teachers in rural area still have low level in term of TK. Otherwise the urban schools teachers have high level of TK. It showed that the EFL teachers of SMP Negeri 5 Kota Bengkulu and SMP Negeri 8 Bengkulu Selatan have differences in the form Technological Knowledge aspects.

The teachers in rural school have poor ability in using technologies effectively. The ability to use technologies effectively is the first component of TK according to Mirsha & Koehler (2006). The rural teachers stated that they still continue to confront challenges while implementing technology; they still do not know how to solve difficulties linked to technological tools or apps, despite having attended training on online learning systems. They add that they continue to face challenges when implementing the technology; they still do not know how to overcome difficulties related to technology tools or applications, even though they have attended training on online learning systems.

The second component of TK based on Mirsha & Koehler (2006) is teachers' involvement in keeping up with the most recent advances in technology. The rural teachers had lacked adequate critical technological tools for the courses; it found that the majority of the teachers seldom or never utilized online learning apps, such as Zoom meetings and Google Classroom, they only used two applications to assist them in conducting online learning, namely Google Forms for evaluating students' knowledge with multiple choice and WhatsApp for providing material and assignment announcements.

The teachers also stated that geographical factors also affect the application of technology into the learning system. the lack of facilities such as smartphones or laptops for online learning, especially for students and the difficulty of internet access make the application of online learning

very difficult, especially if you want to implement synchronous online learning where there are teachers who are scheduled and all learners at the same time, instructors feel compelled to give instructions verbal at any time during the whole process learning and requires technology resources and psychological resources both from the teacher as well as from students.

As a result, rural teachers need master the knowledge of handling technologies successfully, as well as their engagement in keeping up with the most recent technological developments that will be carried out in the classroom. According to Mishra and Koehler's theory, the competence to use technology successfully is the first component of technological knowledge. Thus, the teachers who taught EFL in rural school should be continued to improve their technological knowledge.

Otherwise, the urban teachers have good technological knowledge (TK) in using technologies effectively. Mishra & Koehler (2006) stated that the ability to use technologies effectively is the first component of TK. Urban teachers stated that they can face challenges when implementing technology; they know how to overcome difficulties associated with technology tools or applications because they have attended training on online learning systems.

According to Mishra and Koehler (2006), the second component of Technology Knowledge is teachers' engagement in keeping up with the latest technological advancements. Urban teachers have the latest

technology tools that are good for online learning; it was found that most teachers always use online learning applications, such as Zoom meetings and Google Classroom, they not only use these two applications to assist them in doing online learning, they also often use other applications such as Google Forms to evaluate students' knowledge with multiple choice and WhatsApp to provide materials and assignment announcements. As a result, the urban teachers have met the criteria of good level of TK.

In term of second aspects of TPACK framework, namely content knowledge (CK), it showed that English teachers in both rural and urban schools can organize content by providing material and separating it into categories or components that are easy to understand using various kinds of references. It refers that the EFL teachers of SMP Negeri 5 Bengkulu City and SMP Negeri 8 Bengkulu Selatan have similarities in the form of very good content knowledge aspects and only slight differences in aspects of developing their knowledge of English.

EFL teachers at SMPN 8 Bengkulu Selatan have understood the concept of learning, methods and theories as well as the application of subject matter as the first component of CK (Mirsha & Koehler 2006). They have present relevant and accurate facts in relation to the topic such as providing images or link videos from YouTube related to the topics being taught at that time in strengthening the topic of the lesson. Further, rural teachers also fulfill the second component of CK which is provides pertinent and relevant information about the subject (Mirsha & Koehler,

2006). In providing references for students, teachers use printed and electronic books to obtain relevant content in EFL subjects. And the last, in reinforcing the subject matter of the lesson, the teachers always ask students a question about last material in previous meeting before the class begin, the teachers also give assignments to students and asked them to collected through class WhatsApp groups in every two weeks.

Therefore, according to Mirsha & Koehler (2006), understanding of learning concepts, methods and theories and the application of the subject matter is the first component of CK. The EFL teachers at SMPN 5 Kota Bengkulu have present relevant and accurate facts in relation to the topic such as providing images or videos related to the topics being taught at that time. Further, in second components of CK which is provides pertinent and relevant information about the subject, the urban teachers have showed good level. In providing references for students, teachers use printed and electronic books and materials from the internet to obtain relevant content in EFL subjects. And the last, in reinforcing the subject matter of the lesson, the teachers always ask students a question about last material in previous meeting before the class begin, the teachers also give assignments to students in the form of multiple choice assignments done through Google form and essays collected through class WhatsApp groups in every twice meeting. All the English teachers both from rural and urban school area showed good mastery of CK. However, their content

knowledge should be continued and improved by the all teachers both rural and urban teachers.

In pedagogical knowledge (PK), the EFL teachers of SMP Negeri 5 Bengkulu City and SMP Negeri 8 Bengkulu Selatan have similarities in the form of good pedagogical knowledge aspects and had slight differences in aspects of teaching strategy. Pedagogical knowledge is the third element of TPACK based on Mirsha & Koehler (2006).

The teacher at SMPN 8 Bengkulu Selatan applied asynchronous e-learning, since it really difficult to conduct real time learning without any issue to occur in rural area. Moreover, synchronous e-learning was employed by teachers in the urban area (SMP Negeri 5 Kota Bengkulu). It refers to learning/teaching that occurs concurrently via an electronic media. It implies that even if the teachers and learners are not in the same physical location, they may still engage in real time using media such as zoom meetings. During the classes, the teacher provides the learning content by employing the zoom capabilities such as offering an engagement place for students to ask questions, allowing students to ask the chat column on the zoom, or directly asking questions in the zoom room.

In implementation of TCK, it showed that English teachers in rural area still have low level in term of Technology Content Knowledge (TCK). According to Mirsha & Koehler (2006), TCK is the fourth element of TPACK. The EFL teachers at SMPN 8 Bengkulu Selatan still have

inadequate knowledge of using technological advancement, they only use whatsapp application in conducting online learning. Otherwise, the urban schools teachers have high level of TCK. It showed that the EFL teachers of SMP Negeri 5 Kota Bengkulu and SMP Negeri 8 Bengkulu Selatan have differences in the form Technological Knowledge aspects, such as Zoom meeting, YouTube, whatsapp, Google classroom, quizizz and so on. Thus, the teachers who taught EFL in rural school should be continued to improve their technology content knowledge.

In dealing with TPK, it showed that English teachers in rural area still have low level in term of Technological Pedagogical Knowledge (TPK). Mirsha & Koehler (2006) stated that TPK is the fifth aspects of TPACK which is relates to understanding how to use technology to apply various teaching methods. The teachers at SMP N 8 Bengkulu Selatan stated that, he shared E -books and E-tests for his students so that students could learn the material in their phone. In the use of technology-based media, some of them used laptops and computer software, e.g., Microsoft PowerPoint applications. They could present the material by using a slide presentation so that the material could be understood for students. Otherwise, the urban schools teachers have high level of TK. It showed that the EFL teachers of SMP Negeri 5 Kota Bengkulu and SMP Negeri 8 Bengkulu Selatan have differences in the form Technological Pedagogical Knowledge aspects. Further, EFL teachers of SMPN 5 Kota Bengkulu informed that they usually shared video about the material on their

YouTube channel and used to give the students other references such as E-books so that they could gain more knowledge and more comprehend to the material. Thus, the teachers who taught EFL in rural school should be continued to improve their technological knowledge.

In term of Pedagogical Content Knowledge (PCK), it showed that both English teachers in rural area and the urban schools teachers have high good of PCK. According to Mirsha & Koehler (2006), PCK corresponds to knowledge of various types of subject matter teaching techniques and it is the sixth aspects of TPACK. The EFL teachers at SMPN 8 Bengkulu Selatan prepared the education administration, e.g., lesson plans, syllabus, annual programs, and semester programs themselves. The teacher also make difficult lesson easier for students to understand. Some of them used educational games to promote students' skills, e.g., puzzle games.

Therefore, teachers at SMPN 5 Kota Bengkulu also prepared education administration, e.g., lesson plans, syllabus, annual programs, and semester programs themselves. The teachers make difficult lesson easier for students to understand used video tutorial made by themselves and they have uploaded on their YouTube channel to promote students' skills, e.g., Listening and Speaking skills. It showed that the EFL teachers of SMP Negeri 5 Kota Bengkulu and SMP Negeri 8 Bengkulu Selatan have similarities in the form pedagogical content knowledge aspects. Thus,

the teachers who taught EFL in both schools should be continued to improve their pedagogical content knowledge.

In implementation of TPACK (Technological Pedagogical Content Knowledge), it showed that English teachers in rural area and the urban schools teachers have different level of TPACK. TPACK is described as knowledge of how to use technology to apply teaching methods for various subject matter forms (Mirsha & Koehler, 2006). It showed that the EFL teachers of SMP Negeri 5 Kota Bengkulu have higher/good level about TPACK and SMP Negeri 8 Bengkulu Selatan have fairly good level in term of TPACK aspects.

The teacher at SMPN 8 Bengkulu Selatan informed that he shared YouTube link Video and E-book through whatsapp group class for his students so that students could learn the material in their phone. They could not present the material by using a slide presentation using zoom meeting since not all the students have laptop / smartphone, but if they share a link video/e-book, the student can watch the video together with other student who have smartphone, but sometimes it really complicated for student who want to re-watch the video since those whatsapp group consist of other teachers who taught other subjects the link may be really difficult to find if they scroll it. He also added that he did not have adequate knowledge in operating more complex technology.

Otherwise, teacher at SMPN 5 Kota Bengkulu stated that she used zoom meeting apps as the media for conducting online learning without

any issue. She shared e-books or authentic video through zoom meeting share screen features and ask them to repeat the pronunciation of vocabulary that they heard from that video. Thus, the teachers who taught EFL in rural school area should be continued to improve their teacher technological pedagogical content knowledge.

The findings of this research were in line with Rahmat, A., and Akbar, M.” A Comparative Study of English Learning Enthusiasm Between Rural and Urban Students (2019). The third grade students of MTs Muhammadiyah Lempangang as urban students and the third grade students of MTsN 4 Bulukumba as rural students are the highlight of this study.

The observers of MTs Muhammadiyah Lempangang as a metropolitan region are close. They're also fired up. (2) The forms of motivation that have the greatest effect on rural students are indeed intrinsic and extrinsic motivation, while instrumental motivation has the greatest impact on urban students (3) The expectancy, the staff, and the programs and materials are all internal or external influences that all students share, while the relevance, the target setting, and the school atmosphere are all differences (4) One of the most important ways to enable rural learners to study EFL is for the teacher to still practice pronunciation of vocabulary, while for urban students, the teacher should have more practice activity in the learning process.

The study above has similarity with the researchers' study, it also a comparative study, but it has different result since this study discuss about the comparison of students' motivation and the researcher study was about teachers TPACK. It also discover by the researcher at SMPN 8 Bengkulu Selatan and SMPN 5 Kota Bengkulu that both teachers have difference TPACK level. The researcher found the teacher at rural school and urban school has slightly different knowledge in conducting onling learning by using technological advancement.

Second, in 2016 by Yudi et. al., Indonesian EFL Teachers' Teaching Practices in In-Service Education Using TPACK, The objectives of this research is to see how a TPACK-oriented teaching practice course can help Indonesian EFL teachers improve the quality of their EFL instructional materials and activities. It included 20 high school teachers from different parts of East Java's province. They were enrolled in the Teaching Practice course as part of their master's degree in English language teaching at Universitas Negeri Malang.

The teachers took a 16-session course in which they learned about the TPACK system and were given assignments to create instructional designs based on it. They were also asked to use TPACK based instructional designs to educate their peers (peer teachers). Teachers were given a questionnaire at the end of the course to determine the importance of the TPACK-oriented teaching practice course in enhancing the consistency of their EFL instructional materials and teaching practices.

Teachers learned greatly from the TPACK-oriented teaching practice course, according to this study, and they successfully prepared instructional designs and conducted teaching practices using the TPACK method. The result researchers' study showed that the higher level of teacher TPACK can influenced them in making class more innovative and attractive for the learners.

Third, Aniq and Drajati investigate EFL teachers' views of their TPACK development: how EFL teachers interpret seven domains on the TPACK platform (2019). As a result, a case study was used in this study since it was the most suitable approach for performing the test. The knowledge was gathered from 20 EFL teachers through online semi-structured interviews. Most EFL teachers scored their domain knowledge for CK, PK, and PCK higher than for domains involving technical knowledge, such as TK, TCK, TPK, and TPACK, according to the findings. The outcome of this analysis is that EFL teachers would have a greater understanding of the TPACK structure. In the future, it will contribute to the TPACK growth of EFL teachers in order to improve the efficiency of the teaching and learning process.

The implementation of good TPACK at SMPN 8 Bengkulu Selatan and SMPN 5 Kota Bengkulu, were also the result of good management by schools and teachers. SMPN 8 Bengkulu Selatan and SMPN 5 Kota Bengkulu have also carried out a planning function in enhancing the teachers and students technological knowledge. In technological

knowledge, creating a clear vision and mission is a type of excellent planning. The vision and mission of a school demonstrated how it intends to develop excellent character, competencies, and technological knowledge in students and instructors in accordance with its goals. Teachers' lesson plans in the teaching and learning process in the classroom demonstrate good planning. The lesson plan prepared by the English teacher at SMPN 8 Bengkulu Selatan and SMPN 5 Kota Bengkulu also related to the teachers' skills, which was one type of excellent planning, according to the documentation of the study that the researcher performed. The planning that has been produced will define how the teaching and learning process will be organized and carried out. Based on the findings, SMPN 8 Bengkulu Selatan and SMPN 5 Kota Bengkulu have plans that may be understood as the beginning of excellent management in education and learning.

Based on the findings, the teacher must also arrange the learning process that will take place in the classroom. Teachers have arranged learning activities, based on the researcher's observations. This may be noticed in the lesson plan and how the English teachers at SMPN 8 Bengkulu Selatan and SMPN 5 Kota Bengkulu arranged the content and learned 78 times in class. The teacher always set the seats of the pupils at the beginning of the learning process based on the results of the researcher's observation and field notes. The learners were instructed to fill

the remaining seats in the first row. As a result, the learning process will be improved and pupils will be able to hear material effectively.

The researcher can conclude from the data that the teachers have implemented an actuating function in the classroom. Actuating is highly essential in learning. The activating step will carry out all of the planning and arranging. Considering to the data above, the teacher's ability in technological knowledge at SMPN 8 Bengkulu Selatan and SMPN 5 Kota Bengkulu were fairly good and excellent. This was evident when the instructor implemented the teaching and learning process and proceeded to embed technological knowledge concepts in the classroom.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter contains conclusions and suggestions from the research results that have been discussed in chapter IV.

A. Conclusion

Based on the findings of a study conducted at SMPN 8 Bengkulu Selatan and SMPN 5 Kota Bengkulu, the researcher came to the following conclusions: (1) The EFL teachers at SMPN 8 Bengkulu Selatan had insufficient TPACK. The teacher did not have sufficient knowledge about technological advances for online learning, they still facing the issues in implementing the online learning system since they never conduct this kind of learning system in the previous academic year. Otherwise, English teachers of SMPN 5 Kota Bengkulu have good TPACK. The teachers showed that they have good knowledge about technological advances for online learning, they did not find any difficulties or issues in implementing the online learning system even though they never conduct this kind of learning system in the previous academic year; (2) The implementation of teachers' TPACK in teaching and learning process of EFL learners during Covid-19 pandemic in SMP Negeri 5 Kota Bengkulu has been carried out very well, but the teacher have faces few obstacles.

There are two types of barriers to implementing teachers' TPACK in teaching EFL learners at SMPN 8 Bengkulu Selatan. The first obstacle is the teachers' knowledge of technology. In conducting online learning process, the

teacher knowledge of technological advancement was really important. In fact, the English teachers in SMP Negeri 8 Bengkulu Selatan still faces some problem related to technology. For example, the teachers got problem with using Google Classroom, setting up zoom meeting and operate other application. During the interview, the teacher stated that he could only use WhatssApp to deliver lessons, by sending course materials in the form of pdf, video or link YouTube video.

The second obstacle is the learning media, such as cellphones, laptops or computers, which has advanced features and most of the student of SMP Negeri 8 Bengkulu Selatan did not have them. The school does not ready yet to implement the online learning since the students did not have those facilitate, and might impact the result of the teaching-learning process which is the students might not comprehend the subject maters or gain the proper knowledge of the subject.

The last obstacle is in the demographics. Since the school is located in rural area, there are often issue occur, the teachers and students often experience the instability of internet connection and electricity problems such as occasional blackouts during teaching-learning process made the lesson postponed or even canceled and that was really offending the leaning process. Despite the challenges that teachers at SMPN 8 Bengkulu Selatan encountered, the schools were always seeking for ways to solve issues in teaching and understanding of the concept of the TPACK framework of

teachers, as well as establishing positive relationships between parents and SMPN 8 Bengkulu Selatan.

Moreover, the obstacles in implementation of teachers' TPACK in teaching EFL learners at SMPN 5 Kota Bengkulu are divided into two obstacles. First, is the internet connection aspect. The weak quality of the internet network prevents this online learning process from running optimally. As a result, some students have difficulty understanding the subject matter given.

The second obstacle is online learning process makes it difficult for teachers to measure the extent to which these students understand the material provided. Otherwise, related on the school's proven record of student achievement, it was identified that most of the students got good grades upper the minimum student's criteria of mastery learning (KKM). Compared to the previous academic year, the achievements of the students during the learning in pandemic time was relatively higher. It was because the examination delivered through online system and can cause dishonesty while student working on it.

B. Suggestion

Based on the preceding conclusions, the following suggestions might be made: 1. English teachers should continue to learn more about TPACK in order to improve the quality of the educational process. This is obviously, in compliance with the requirements of the government's regulations of teacher competency. Teachers must not only improve students' cognitive capacity,

but they also must also inculcate decent technological understanding, which is known as Technological Pedagogical Content Knowledge (TPACK). 2. Schools should equalize the perspectives of all teachers at SMPN 8 Bengkulu Selatan and SMPN 5 Kota Bengkulu in order to achieve the same purpose of maximizing students' intellectual and enthusiasm for online learning, as well as developing good relationships with parents of students so that they can monitor their development in action. 3. For future researchers, who would like to investigate into teachers' technology pedagogical content knowledge should look into technological knowledge in particular, which is not included in this study.

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Appendix 1 : Observation Sheet Guidelines for Exploring the teachers' TPACK in Teaching EFL Learners during Covid-19 Pandemic in Rural School Area (SMP Negeri 8 Bengkulu Selatan)

TPACK Observation Checklist		Poor	Good	Very good	Excellent	Comment /Evidence
A. Technological Knowledge (TK)						
1.	The teacher has essential technology tools for the lesson	1	2	3	4	
2.	The teacher uses technology to support instructional strategies	1	2	3	4	
3.	The teacher uses technology tools without any problems	1	2	3	4	
B. Content Knowledge (CK)						
1.	The teacher exhibits a good mastery of subject matter knowledge	1	2	3	4	
2.	The teachers presents relevant and accurate facts in relation to the topic	1	2	3	4	
3.	The teacher provides a variety of references for the students to gain relevant content in EFL subject	1	2	3	4	
4.	The teacher reinforces the topic lesson by providing assignments to students	1	2	3	4	
C. Pedagogical Knowledge (PK)						
1.	The teacher knows essential pedagogical approaches for the lesson preparation and presentation (direct instruction, collaborative learning, problem-based learning etc.)	1	2	3	4	
2.	The teacher demonstrates an understanding of different styles of student learning	1	2	3	4	
3.	The teacher structures the lesson to promote student learning	1	2	3	4	
D. Technological Content Knowledge (TCK)						
1.	The teacher uses technology to demonstrate complex ideas that	1	2	3	4	

	would otherwise be difficult to learn					
2.	The teacher assists students to use technology to investigate and construct meaning of the complex ideas they are learning	1	2	3	4	
3.	All teaching aids including digital resources are attractive (layout) and support the theme/content of the lesson	1	2	3	4	
E. Pedagogical Content Knowledge (PCK)						
1.	The teacher select effective teaching approaches to guide student thinking and learning	1	2	3	4	
2.	The teacher make her/his own lesson plan	1	2	3	4	
3.	The teacher make difficult lesson easier for students to understand	1	2	3	4	
F. Technological Pedagogical Knowledge (TPK)						
1.	The teacher uses technology to interact and collaborate with students in different teaching and learning activities	1	2	3	4	
2.	The teacher uses technology for introducing concepts (from simple to complex) in didactic approaches for teaching students	1	2	3	4	
3.	The teacher adapts the use of technology to promote PBL approaches in teaching and learning activities	1	2	3	4	
G. Technological Pedagogical and Content Knowledge						
1.	The teacher teaches a lesson that appropriately combines subject content, technologies and teaching & learning approaches (didactic and/or PBL)	1	2	3	4	
2.	The teacher uses technology to support student learning	1	2	3	4	

	approaches for the lesson taught					
3.	The teacher is well prepared (having lesson plan) and able to operate technology to present a relevant lesson contents	1	2	3	4	

Adapted by: TPACK Observation Checklist – MEIS (Michigan Information Education System)

<https://studylib.net/doc/6828389/section-1—tpack-observation-checklist--meips>

Appendix 2 : Interview Sheet Guidelines for Exploring the teachers' TPACK in Teaching EFL Learners during Covid-19 Pandemic in Rural School Area (SMP Negeri 8 Bengkulu Selatan)

TPACK

A total of 21 questions about the seven constructs in the TPACK Framework (Mishra & Koehler, 2006) will be provided to In-service English Teachers in Bengkulu province (rural and urban) during the Covid-19 Pandemic

A. Technological Knowledge (TK)

- 1.) Can you learn technology easily?
(Dapatkah Anda mempelajari teknologi dengan mudah?)
- 2.) Do you frequently try out different technologies to use in the teaching process?
(Apakah Anda sering mencoba berbagai teknologi untuk digunakan dalam proses pengajaran?)
- 3.) Do you know how to solve your own technical problems in teaching English?
(Apakah Anda tahu bagaimana memecahkan masalah teknis Anda sendiri dalam mengajar bahasa Inggris?)

B. Content Knowledge (CK)

- 1.) Do you have sufficient knowledge about English?
(Apakah Anda memiliki pengetahuan yang cukup tentang bahasa Inggris?)
- 2.) Do you have various ways and strategies of developing your understanding of English?
(Apakah Anda memiliki berbagai cara dan strategi untuk mengembangkan pemahaman Anda tentang bahasa Inggris?)
- 3.) Do you keep developing your knowledge in English?
(Apakah Anda terus mengembangkan pengetahuan Anda dalam bahasa Inggris?)

C. Pedagogical Knowledge (PK)

- 1) Can you assess student learning in multiple ways?
(Dapatkah Anda menilai pembelajaran siswa dengan berbagai cara?)

- 2) Can you use a wide range of teaching approaches in classroom setting?
(Dapatkah Anda menggunakan berbagai pendekatan pengajaran dalam pengaturan kelas?)
- 3) Do you know how to organize classroom management?
(Apakah Anda tahu bagaimana mengatur manajemen kelas?)

D. Pedagogical Content Knowledge (PCK)

- 1) Do you make your own lesson plan?
(Apakah Anda membuat rencana pembelajaran Anda sendiri?)
- 2) Can you select effective teaching approaches to guide student thinking in English learning?
(Dapatkah Anda memilih pendekatan pengajaran yang efektif untuk membimbing pemikiran siswa dalam pembelajaran bahasa Inggris?)
- 3) Saya belum menemukan pendekatan yang cocok untuk diterapkan selama pandemic ini, akan tetapi untuk saat ini saya masih menerapkan teacher centered, saya akan menjelaskan materi dan memberikan mereka beberapa contoh video agar mereka lebih mudah dalam memahami apa yang saya sampaikan.
- 4) Can you make difficult lesson easier for students to understand?
(Dapatkah Anda membuat pelajaran yang sulit lebih mudah dipahami oleh siswa?)

E. Technological Content Knowledge (TCK)

- 1) Do you know about technology that you can use for understanding and teaching English?
(Apakah Anda tahu tentang teknologi yang dapat Anda gunakan untuk memahami dan mengajar bahasa Inggris?)
- 2) Do you use the technologies to develop learning activity and students' tasks?
(Apakah Anda menggunakan teknologi untuk mengembangkan aktivitas belajar dan tugas siswa?)
- 3) Do you use technologies as source to develop your own knowledge?
(Apakah Anda menggunakan teknologi sebagai sumber untuk mengembangkan pengetahuan Anda sendiri?)

F. Technological Pedagogical Knowledge (TPK)

- 1) Can you select technologies to use in your classroom that enhance what you teach, how you teach, and what students learn?
(Dapatkah Anda memilih teknologi untuk digunakan di kelas Anda yang meningkatkan apa yang Anda ajarkan, cara Anda mengajar, dan apa yang dipelajari siswa?)
- 2) Can you adapt the use of the technologies that you learn about to different teaching activities?
(Dapatkah Anda menyesuaikan penggunaan teknologi yang Anda pelajari untuk kegiatan pengajaran yang berbeda?)
- 3) Can you use strategies that combine content, technologies and teaching approaches that you learn about in your coursework in classroom?
(Dapatkah Anda menggunakan strategi yang menggabungkan konten, teknologi, dan pendekatan pengajaran yang Anda pelajari dalam tugas Anda di kelas?)

G. Technological Pedagogical and Content Knowledge (TPACK)

- 1) Can you teach lessons that appropriately combine language, technologies, and teaching approaches?
(Dapatkah Anda mengajarkan pelajaran yang dengan tepat menggabungkan bahasa, teknologi, dan pendekatan pengajaran?)
- 2) Do you help your colleagues to understand how to integrate language, technologies, and teaching approaches?
(Apakah Anda membantu kolega Anda untuk memahami cara mengintegrasikan bahasa, teknologi, dan pendekatan pengajaran?)
- 3) Do you use various approaches with various softwares to enhance students' understanding in learning language?
(Apakah Anda menggunakan berbagai pendekatan dengan berbagai perangkat lunak untuk meningkatkan pemahaman siswa dalam pembelajaran bahasa?)

Appendix 3 : Observation Sheet Guidelines for Exploring the teachers' TPACK in Teaching EFL Learners during Covid-19 Pandemic in Urban School Area (SMP Negeri 5 Kota Bengkulu)

TPACK Observation Checklist		Poor	Good	Very good	Excellent	Comment /Evidence
A. Technological Knowledge (TK)						
1.	The teacher has essential technology tools for the lesson	1	2	3	4	
2.	The teacher uses technology to support instructional strategies	1	2	3	4	
3.	The teacher uses technology tools without any problems	1	2	3	4	
B. Content Knowledge (CK)						
1.	The teacher exhibits a good mastery of subject matter knowledge	1	2	3	4	
2.	The teachers presents relevant and accurate facts in relation to the topic	1	2	3	4	
3.	The teacher provides a variety of references for the students to gain relevant content in EFL subject	1	2	3	4	
4.	The teacher reinforces the topic lesson by providing assignments to students	1	2	3	4	
C. Pedagogical Knowledge (PK)						
1.	The teacher knows essential pedagogical approaches for the lesson preparation and presentation (direct instruction, collaborative learning, problem-based learning etc.)	1	2	3	4	
2.	The teacher demonstrates an understanding of different styles of student learning	1	2	3	4	
3.	The teacher structures the lesson to promote student learning	1	2	3	4	
D. Technological Content Knowledge (TCK)						
1.	The teacher uses technology to demonstrate complex ideas that	1	2	3	4	

	would otherwise be difficult to learn					
2.	The teacher assists students to use technology to investigate and construct meaning of the complex ideas they are learning	1	2	3	4	
3.	All teaching aids including digital resources are attractive (layout) and support the theme/content of the lesson	1	2	3	4	
E. Pedagogical Content Knowledge (PCK)						
1.	The teacher select effective teaching approaches to guide student thinking and learning	1	2	3	4	
2.	The teacher make her/his own lesson plan	1	2	3	4	
3.	The teacher make difficult lesson easier for students to understand	1	2	3	4	
F. Technological Pedagogical Knowledge (TPK)						
1.	The teacher uses technology to interact and collaborate with students in different teaching and learning activities	1	2	3	4	
2.	The teacher uses technology for introducing concepts (from simple to complex) in didactic approaches for teaching students	1	2	3	4	
3.	The teacher adapts the use of technology to promote PBL approaches in teaching and learning activities	1	2	3	4	
G. Technological Pedagogical and Content Knowledge						
1.	The teacher teaches a lesson that appropriately combines subject content, technologies and teaching & learning approaches (didactic and/or PBL)	1	2	3	4	
2.	The teacher uses technology to support student learning	1	2	3	4	

	approaches for the lesson taught					
3.	The teacher is well prepared (having lesson plan) and able to operate technology to present a relevant lesson contents	1	2	3	4	

Adapted by: TPACK Observation Checklist – MEIS (Michigan Information Education System)

<https://studylib.net/doc/6828389/section-1—tpack-observation-checklist--meips>

Appendix 4 : Interview Sheet Guidelines for Exploring the teachers' TPACK in Teaching EFL Learners during Covid-19 Pandemic in Urban School Area (SMP Negeri 5 Kota Bengkulu)

TPACK

A total of 21 questions about the seven constructs in the TPACK Framework (Mishra & Koehler, 2006) will be provided to In-service English Teachers in Bengkulu province (rural and urban) during the Covid-19 Pandemic

A. Technological Knowledge (TK)

1. Can you learn technology easily?
(Dapatkah Anda mempelajari teknologi dengan mudah?)
2. Do you frequently try out different technologies to use in the teaching process?
(Apakah Anda sering mencoba berbagai teknologi untuk digunakan dalam proses pengajaran?)
3. Do you know how to solve your own technical problems in teaching English?
(Apakah Anda tahu bagaimana memecahkan masalah teknis Anda sendiri dalam mengajar bahasa Inggris?)

B. Content Knowledge (CK)

1. Do you have sufficient knowledge about English?
(Apakah Anda memiliki pengetahuan yang cukup tentang bahasa Inggris?)
2. Do you have various ways and strategies of developing your understanding of English?
(Apakah Anda memiliki berbagai cara dan strategi untuk mengembangkan pemahaman Anda tentang bahasa Inggris?)
3. Do you keep developing your knowledge in English?
(Apakah Anda terus mengembangkan pengetahuan Anda dalam bahasa Inggris?)

C. Pedagogical Knowledge (PK)

1. Can you assess student learning in multiple ways?
(Dapatkah Anda menilai pembelajaran siswa dengan berbagai cara?)

2. Can you use wide range of teaching approaches in classroom setting?
(Dapatkah Anda menggunakan berbagai pendekatan pengajaran dalam pengaturan kelas?)
3. Do you know how to organize classroom management?
(Apakah Anda tahu bagaimana mengatur manajemen kelas?)

D. Pedagogical Content Knowledge (PCK)

1. Do you make your own lesson plan?
(Apakah Anda membuat rencana pembelajaran Anda sendiri?)
2. Can you select effective teaching approaches to guide student thinking in English learning?
(Dapatkah Anda memilih pendekatan pengajaran yang efektif untuk membimbing pemikiran siswa dalam pembelajaran bahasa Inggris?)
3. Saya belum menemukan pendekatan yang cocok untuk diterapkan selama pandemic ini, akan tetapi untu saat ini saya masih menerapkan teacher centered, saya akan menjelaskan materi dan memberikan mereka beberapa contoh video agar mereka lebih mudah dalam memahami apa yang saya sampaikan.
4. Can you make difficult lesson easier for students to understand?
(Dapatkah Anda membuat pelajaran yang sulit lebih mudah dipahami oleh siswa?)

E. Technological Content Knowledge (TCK)

1. Do you know about technology that you can use for understanding and teaching English?
(Apakah Anda tahu tentang teknologi yang dapat Anda gunakan untuk memahami dan mengajar bahasa Inggris?)
2. Do you use the technologies to develop learning activity and students' tasks?
(Apakah Anda menggunakan teknologi untuk mengembangkan aktivitas belajar dan tugas siswa?)
3. Do you use technologies as source to develop your own knowledge?
(Apakah Anda menggunakan teknologi sebagai sumber untuk mengembangkan pengetahuan Anda sendiri?)

F. Technological Pedagogical Knowledge (TPK)

1. Can you select technologies to use in your classroom that enhance what you teach, how you teach, and what students learn?
(Dapatkah Anda memilih teknologi untuk digunakan di kelas Anda yang meningkatkan apa yang Anda ajarkan, cara Anda mengajar, dan apa yang dipelajari siswa?)
2. Can you adapt the use of the technologies that you learn about to different teaching activities?
(Dapatkah Anda menyesuaikan penggunaan teknologi yang Anda pelajari untuk kegiatan pengajaran yang berbeda?)
3. Can you use strategies that combine content, technologies and teaching approaches that you learn about in your coursework in classroom?
(Dapatkah Anda menggunakan strategi yang menggabungkan konten, teknologi, dan pendekatan pengajaran yang Anda pelajari dalam tugas Anda di kelas?)

G. Technological Pedagogical and Content Knowledge (TPACK)

1. Can you teach lessons that appropriately combine language, technologies, and teaching approaches?
(Dapatkah Anda mengajarkan pelajaran yang dengan tepat menggabungkan bahasa, teknologi, dan pendekatan pengajaran?)
2. Do you help your colleagues to understand how to integrate language, technologies, and teaching approaches?
(Apakah Anda membantu kolega Anda untuk memahami cara mengintegrasikan bahasa, teknologi, dan pendekatan pengajaran?)
3. Do you use various approaches with various softwares to enhance students' understanding in learning language?
(Apakah Anda menggunakan berbagai pendekatan dengan berbagai perangkat lunak untuk meningkatkan pemahaman siswa dalam pembelajaran bahasa?)

Appendix 5 : The Result of Observation Checklist for Exploring the teachers' TPACK in Teaching EFL Learners during Covid-19 Pandemic in Rural School Area (SMP Negeri 8 Bengkulu Selatan) : T1

OBSERVATION CHECKLIST

SMP Negeri 8 Bengkulu Selatan (Rural School Area)

Name of Teacher : T1
Septian Nur Aryati

Name of observer :

Date of observation : 11 May 2021
hour

Length of lesson : 1

Subject : English education
students: 2021/7/27

Year/class/Number of

TPACK Observation Checklist

- Observe the lesson
- Circle/checklist the rating of teachers' TPACK application
- Make comments where you think if necessary

TPACK Observation Checklist		Poor	Good	Very good	Excellent	Comment / Evidence
H. Technological Knowledge (TK)						
4.	The teacher has essential technology tools for the lesson	1	2	3	✓	The teachers use whatsapp in conducting online learning.
5.	The teacher uses technology to support instructional strategies	1	2	✓	4	The teachers use e-book and youtube video in supporting teaching-learning process.
6.	The teacher uses technology tools without any problems	1	✓	3	4	The teachers still facing difficulties in term of technology use.
I. Content Knowledge (CK)						
5.	The teacher exhibits a good mastery of subject matter knowledge	1	2	3	✓	The teachers explain the material in a very good way.
6.	The teachers presents relevant and accurate facts in relation to the topic	1	2	✓	4	The teachers show some examples about the topic

						lesson related to real life, or authentic material.
7.	The teacher provides a variety of references for the students to gain relevant content in EFL subject	1	2	✓	4	The teachers give many resources, such as e-books.
8.	The teacher reinforces the topic lesson by providing assignments to students	1	2	✓	4	the teachers always ask students a question about last material in previous meeting before the class begin, also give assignments to students and asked them to collected through class WhatsApp groups in every two weeks.
J. Pedagogical Knowledge (PK)						
4.	The teacher knows essential pedagogical approaches for the lesson preparation and presentation (direct instruction, collaborative learning, problem-based learning etc.)	1	2	✓	4	the teachers have not found a suitable strategy to apply in online learning.
5.	The teacher demonstrates an understanding of different styles of student learning	1	✓	3	4	Teachers face difficulties in understanding student learning styles, especially in this online learning system.
6.	The teacher structures the lesson to promote student learning	1	2	3	✓	The teachers could manage the classroom teaching learning process, which included student understanding, planning, performance of learning, assessment of learning objectives, and actualization of all

						potential learners
K. Technological Content Knowledge (TCK)						
4.	The teacher uses technology to demonstrate complex ideas that would otherwise be difficult to learn	1	2	✓	4	The teachers could choose the primary competency material in English learning that was appropriate in teaching using technology.
5.	The teacher assists students to use technology to investigate and construct meaning of the complex ideas they are learning	1	2	3	✓	The teachers help the learners who seem did not yet comprehend how to operate the technology by giving the learners chance to ask them and give them the detail explanation about how to use the technology
6.	All teaching aids including digital resources are attractive (layout) and support the theme/content of the lesson	1	2	✓	4	the teachers used all teaching aids including digital resources are attractive (layout) and support the theme/content of the lesson, such as images and videos that related to the topic
L. Pedagogical Content Knowledge (PCK)						
4.	The teacher select effective teaching approaches to guide student thinking and learning	1	2	3	4	The teachers could understand the material with several sub-concepts and their application in a flexible manner.
5.	The teacher make her/his own lesson plan	1	2	3	4	It revealed that the teachers prepared education administration, e.g.,

						lesson plans, syllabus, annual programs, and semester programs themselves
6.	The teacher make difficult lesson easier for students to understand	1	2	3	4	Some of them used educational games to promote students' skills, e.g., puzzle games.
M. Technological Pedagogical Knowledge (TPK)						
4.	The teacher uses technology to interact and collaborate with students in different teaching and learning activities	1	2	✓	4	The teachers used WhatsApp apps as the platform for conducting online learning.
5.	The teacher uses technology for introducing concepts (from simple to complex) in didactic approaches for teaching students	1	2	✓	4	The teachers suggested the learners to watch more video on YouTube that related to the topic discussion, so that the learner will be more comprehend to the material.
6.	The teacher adapts the use of technology to promote PBL approaches in teaching and learning activities	1	2	✓	4	The teachers guided and explained the problematic material by using slide presentation that they shared on WhatsApp Group class.
N. Technological Pedagogical and Content Knowledge						
4.	The teacher teaches a lesson that appropriately combines subject content, technologies and teaching & learning approaches (didactic and/or PBL)	1	2	✓	4	The teachers teach a material with proper teaching method by using supportive

						technologies based on TPACK framework such as WhatsApp group.
5.	The teacher uses technology to support student learning approaches for the lesson taught	1	2	✓	4	The teachers often sharing YouTube link video to WhatsApp group class as references for student, so they can understand the material easier if they see the example.
6.	The teacher is well prepared (having lesson plan) and able to operate technology to present a relevant lesson contents	1	2	✓	4	The teacher used lesson plan made by themselves in modified version from MGMP for conducting the instruction and they able to operate common online learning tools such as WhatsApp and Google classroom.

Adapted by: TPACK Observation Checklist – MEIS (Michigan Information Education System)

<https://studylib.net/doc/6828389/section-1—tpack-observation-checklist--meips>

Appendix 6 : The Result of Observation Checklist for Exploring the teachers' TPACK in Teaching EFL Learners during Covid-19 Pandemic in Rural School Area (SMP Negeri 8 Bengkulu Selatan) : T2

OBSERVATION CHECKLIST

SMP Negeri 8 Bengkulu Selatan (Rural School Area)

Name of Teacher : T2
Septian Nur Aryati

Name of observer :

Date of observation : 11 May 2021
hour

Length of lesson : 1

Subject : English education
students: 2021/7/27

Year/class/Number of

TPACK Observation Checklist

- Observe the lesson
- Circle/checklist the rating of teachers' TPACK application
- Make comments where you think if necessary

TPACK Observation Checklist		Poor	Good	Very good	Excellent	Comment / Evidence
O. Technological Knowledge (TK)						
7.	The teacher has essential technology tools for the lesson	1	2	3	✓	The teachers use whatsapp in conducting online learning.
8.	The teacher uses technology to support instructional strategies	1	2	✓	4	The teachers use e-book and youtube video in supporting teaching-learning process.
9.	The teacher uses technology tools without any problems	1	✓	3	4	The teachers still facing difficulties in term of technology use.
P. Content Knowledge (CK)						
9.	The teacher exhibits a good mastery of subject matter knowledge	1	2	3	✓	The teachers explain the material in a very good way.
10	The teachers presents relevant and accurate facts in relation to the topic	1	2	✓	4	The teachers show some examples about the topic

						lesson related to real life, or authentic material.
11	The teacher provides a variety of references for the students to gain relevant content in EFL subject	1	2	✓	4	The teachers give many resources, such as e-books.
12	The teacher reinforces the topic lesson by providing assignments to students	1	2	✓	4	the teachers always ask students a question about last material in previous meeting before the class begin, also give assignments to students and asked them to collected through class WhatsApp groups in every two weeks.
Q. Pedagogical Knowledge (PK)						
7.	The teacher knows essential pedagogical approaches for the lesson preparation and presentation (direct instruction, collaborative learning, problem-based learning etc.)	1	2	✓	4	the teachers have not found a suitable strategy to apply in online learning.
8.	The teacher demonstrates an understanding of different styles of student learning	1	✓	3	4	Teachers face difficulties in understanding student learning styles, especially in this online learning system.
9.	The teacher structures the lesson to promote student learning	1	2	3	✓	The teachers could manage the classroom teaching learning process, which included student understanding, planning, performance of learning, assessment of learning objectives, and actualization of all

						potential learners
R. Technological Content Knowledge (TCK)						
7.	The teacher uses technology to demonstrate complex ideas that would otherwise be difficult to learn	1	2	✓	4	The teachers could choose the primary competency material in English learning that was appropriate in teaching using technology.
8.	The teacher assists students to use technology to investigate and construct meaning of the complex ideas they are learning	1	2	3	✓	The teachers help the learners who seem did not yet comprehend how to operate the technology by giving the learners chance to ask them and give them the detail explanation about how to use the technology
9.	All teaching aids including digital resources are attractive (layout) and support the theme/content of the lesson	1	2	✓	4	the teachers used all teaching aids including digital resources are attractive (layout) and support the theme/content of the lesson, such as images and videos that related to the topic
S. Pedagogical Content Knowledge (PCK)						
7.	The teacher select effective teaching approaches to guide student thinking and learning	1	2	3	4	The teachers could understand the material with several sub-concepts and their application in a flexible manner.
8.	The teacher make her/his own lesson plan	1	2	3	4	It revealed that the teachers prepared education administration, e.g.,

						lesson plans, syllabus, annual programs, and semester programs themselves
9.	The teacher make difficult lesson easier for students to understand	1	2	3	4	Some of them used educational games to promote students' skills, e.g. , puzzle games.
T. Technological Pedagogical Knowledge (TPK)						
7.	The teacher uses technology to interact and collaborate with students in different teaching and learning activities	1	2	✓	4	The teachers used WhatsApp apps as the platform for conducting online learning.
8.	The teacher uses technology for introducing concepts (from simple to complex) in didactic approaches for teaching students	1	2	✓	4	The teachers suggested the learners to watch more video on YouTube that related to the topic discussion, so that the learner will be more comprehend to the material.
9.	The teacher adapts the use of technology to promote PBL approaches in teaching and learning activities	1	2	✓	4	The teachers guided and explained the problematic material by using slide presentation that they shared on WhatsApp Group class.
U. Technological Pedagogical and Content Knowledge						
7.	The teacher teaches a lesson that appropriately combines subject content, technologies and teaching & learning approaches (didactic and/or PBL)	1	2	✓	4	The teachers teach a material with proper teaching method by using supportive

						technologies based on TPACK framework such as WhatsApp group.
8.	The teacher uses technology to support student learning approaches for the lesson taught	1	2	✓	4	The teachers often sharing YouTube link video to WhatsApp group class as references for student, so they can understand the material easier if they see the example.
9.	The teacher is well prepared (having lesson plan) and able to operate technology to present a relevant lesson contents	1	2	✓	4	The teacher used lesson plan made by themselves in modified version from MGMP for conducting the instruction and they able to operate common online learning tools such as WhatsApp and Google classroom.

Adapted by: TPACK Observation Checklist – MEIS (Michigan Information Education System)

<https://studylib.net/doc/6828389/section-1—tpack-observation-checklist--meips>

Appendix 7 : Interview Transcript for Exploring the teachers' TPACK in Teaching EFL Learners during Covid-19 Pandemic in Rural School Area (SMP Negeri 8 Bengkulu Selatan) : T1

Name of Teacher : T1

Position : English teacher at 7th grade SMPN 8 Bengkulu Selatan

Day, Date : Wednesday, May 12 2021

a. Technological Knowledge (TK)

1) Can you learn technology easily?

(Dapatkah Anda mempelajari teknologi dengan mudah?)

“Pengetahuan saya tentang penggunaan teknologi sangatlah terbatas, selama pembelajaran secara daring ini saya hanya menggunakan beberapa aplikasi, seperti Whatsapp grup kelas dan youtube, sebelum kelas dimulai saya biasa mencari video di youtube yang sesuai dengan topic pada pelajaran saat itu.”

2) Do you frequently try out different technologies to use in the teaching process?

(Apakah Anda sering mencoba berbagai teknologi untuk digunakan dalam proses pengajaran?)

“Tidak, sulitnya saya dalam mempelajari teknologi membuat saya hanya menggunakan aplikasi atau program yang sudah saya kuasai saja, terlebih untuk penggunaan media pembelajaran berbasis teknologi dengan fitur mumpuni dalam pembelajaran daring ini ada banyak sekali, dan perlu waktu bagi saya untuk memahami serta menerapkannya di kelas. Meskipun teknologi sangat amat dibutuhkan pada saat ini, tetapi untuk penerapannya juga sangatlah sulit, terutama di sekolah saya ini yang notabennya di pedsaan, dengan segala macam keterbatasan, mulai dari akses internet maupun fasilitas yang dimiliki siswa, disini masih banyak sekali siswa yang belum memiliki smartphone, dan tentu sulit untuk menerapkan system synchronous dengan aplikasi yang biasa digunakan dengan menggunakan smartphoine atau laptop.”

3) Do you know how to solve your own technical problems in teaching English?

(Apakah Anda tahu bagaimana memecahkan masalah teknis Anda sendiri dalam mengajar bahasa Inggris?)

“Ya, karena saya menerapkan system pembelajaran online ini dengan menggunakan media atau aplikasi yang sudah umum digunakan, sehingga saya tahu bagaimana cara untuk menyelesaikan masalah dalam penggunaannya. Namun jika di rasa cuup sulit, saya akan bertanya kepada teman sejawat yang dirasa paham bagaimana memperbaiki sisem tersebut.”

b. Content Knowledge (CK)

1) Do you have sufficient knowledge about English?

(Apakah Anda memiliki pengetahuan yang cukup tentang bahasa Inggris?)

“Ya, Saya memiliki cukup pengetahuan terkait bahasa Inggris, terlebih pendidikan terakhir saya yang memang merupakan S1 pendidikan bahasa inggris, saya juga kerap mengikuti berbagai macam kegiatan, seperti pelatihan, PKG (Pusat Kegiatan Guru, MGMP (Musyawarah Guru Mata Pelajaran), maupun KKG (Kelompok Kerja Guru)”.

2) Do you have various ways and strategies of developing your understanding of English?

(Apakah Anda memiliki berbagai cara dan strategi untuk mengembangkan pemahaman Anda tentang bahasa Inggris?)

“Ya, saya seringkali mencoba berbagai macam metode dan strategi mengajar saya dikelas, saya kerap kali mencoba strategi baru saat melihat nilai siswa yang tak mendadapati peningkatan yang signifikan dalam setiap tugas mingguannya. “

3) Do you keep developing your knowledge in English?

(Apakah Anda terus mengembangkan pengetahuan Anda dalam bahasa Inggris?)

“Ya, saya selalu berusaha untuk meningkatkan kemampuan bahasa inggris saya, terlebih dimasa sekarang ini ada banyak sekali cara untuk mengembangkan kemampuan berbaahasa Inggris, sebagai seorang guru yang merupakan panutan bagi murid tentu dituntut untuk menguasai materi serta memiliki kemampuan yang baik.”

c. Pedagogical Knowledge (PK)

1) Can you assess student learning in multiple ways?

(Dapatkah Anda menilai pembelajaran siswa dengan berbagai cara?)

“Ya, saya selalu menilai siswa bukan hanya dari seberapa besar nilai yang ia capai di UTS atau UAS nya, tetapi saya akan melihat dari berbagai sisi, seperti seberapa aktif mereka di kelas, kehadiran, serta sikap mereka selama pembelajaran berlangsung.”

2) Can you use wide range of teaching approaches in classroom setting?

(Dapatkah Anda menggunakan berbagai pendekatan pengajaran dalam pengaturan kelas?)

“Ya, akan tetapi selama pandemic ini sulit bagi saya menentukan strategi mana yang lebih cocok untuk diterapkan, melihat sedikitnya siswa yang aktif di kelas saya merasa bingung apakah mereka sudah memahami materi yang saya terangkan atau belum, jadi saya tidak tahu strategi apa dan sejauh mana pemahaman siswa jika saya menggunakan pendekatan atau strategi tersebut. Saya hanya akan mengubah strategi pembelajaran apabila ada siswa yang menanggapi bahwa dia tidak memahami materi yang saya sampaikan sama sekali.”

3) Do you know how to organize classroom management?

(Apakah Anda tahu bagaimana mengatur manajemen kelas?)

“Pada awalnya, saya harus membangun suasana yang menyenangkan untuk menarik perhatian siswa. Saya dapat memodifikasi instruksi saya berdasarkan apa yang sekarang dipahami atau tidak dipahami oleh siswa”.

d. Pedagogical Content Knowledge (PCK)

1) Do you make your own lesson plan?

(Apakah Anda membuat rencana pembelajaran Anda sendiri?)

“Saya menggunakan RPP dari MGMP dan disesuaikan kembali dengan materi yg akan dibahas”

2) Can you select effective teaching approaches to guide student thinking in English learning?

(Dapatkah Anda memilih pendekatan pengajaran yang efektif untuk membimbing pemikiran siswa dalam pembelajaran bahasa Inggris?)

“Saya belum menemukan pendekatan yang cocok untuk diterapkan selama pandemic ini, akan tetapi untu saat ini saya masih menerapkan teacher centered, saya akan menjelaskan materi dan memberikan mereka beberapa contoh video agar mereka lebih mudah dalam memahami apa yang saya sampaikan.”

- 3) Can you make difficult lesson easier for students to understand?
(Dapatkah Anda membuat pelajaran yang sulit lebih mudah dipahami oleh siswa?)
“Ya, saya mengaplikasikan banyak teknik untuk memudahkan siswa dalam memahami materi yang saya sampaikan, seperti mengirim link video youtube dan e-books ke group kelas dan menjelaskan ulang materi jika ada siswa yang bertanya dan belum paham tentang materi tersebut.”

e. Technological Content Knowledge (TCK)

- 1) Do you know about technology that you can use for understanding and teaching English?
(Apakah Anda tahu tentang teknologi yang dapat Anda gunakan untuk memahami dan mengajar bahasa Inggris?)
“Ya, saya merekomendasikan beberapa aplikasi untuk belajar bahasa inggris kepada siswa seperti kamusku, halo apss dan video pembelajaran tentang bahasa Inggris di youtube.”
- 2) Do you use the technologies to develop learning activity and students’ tasks?
(Apakah Anda menggunakan teknologi untuk mengembangkan aktivitas belajar dan tugas siswa?)
“Saya dan siswa saya menggunakan beberapa online platform. Seperti whatsApp untuk diskusi dan google classroom untuk tugas.”
- 3) Do you use technologies as source to develop your own knowledge?
(Apakah Anda menggunakan teknologi sebagai sumber untuk mengembangkan pengetahuan Anda sendiri?)
“Ya, teknologi sangat berperan aktif untuk mengembangkan pengetahuan, terutama metode pembelajaran yang banyak sekali terdapat di youtube sehingga dapat kita adopsi dan diaplikasikan di kelas.”

f. Technological Pedagogical Knowledge (TPK)

- 1) Can you select technologies to use in your classroom that enhance what you teach, how you teach, and what students learn?

(Dapatkah Anda memilih teknologi untuk digunakan di kelas Anda yang meningkatkan apa yang Anda ajarkan, cara Anda mengajar, dan apa yang dipelajari siswa?)

“Saya sering merekomendasikan aplikasi terkait pendidikan kepada siswa saya. Saya juga biasa membagikan e-book dan e-test sehingga siswa dapat mempelajari materinya melalui smartphone mereka. “

- 2) Can you adapt the use of the technologies that you learn about to different teaching activities?

(Dapatkah Anda menyesuaikan penggunaan teknologi yang Anda pelajari untuk kegiatan pengajaran yang berbeda?)

“Ya, saya menggunakan teknologi seperti whatsapp untuk berdiskusi atau menjelaskan materi kepada siswa, saya menggunakan google classroom untuk memberikan tugas, serta youtube untuk referensi bagi siswa.”

- 3) Can you use strategies that combine content, technologies and teaching approaches that you learn about in your coursework in classroom?

(Dapatkah Anda menggunakan strategi yang menggabungkan konten, teknologi, dan pendekatan pengajaran yang Anda pelajari dalam tugas Anda di kelas?)

“Ya, dengan beberapa aplikasi yang saya sebutkan tadi saya dapat menerapkan strategi untuk menyampaikan materi bahasa Inggris di kelas.”

g. Technological Pedagogical and Content Knowledge (TPACK)

- 1) Can you teach lessons that appropriately combine language, technologies, and teaching approaches?

(Dapatkah Anda mengajarkan pelajaran yang dengan tepat menggabungkan bahasa, teknologi, dan pendekatan pengajaran?)

“Ya, saya dapat mengintegrasikan teknologi yang membantu meningkatkan pembelajaran secara daring, tapi terkadang hal ini sangat sulit untuk diterapkan di area terpencil, kebanyakan dari siswa kami tidak memiliki laptop atau smartphone, jadi kami tidak dapat menerapkan synchronous learning dan saya juga kurang memiliki pengetahuan dalam mengaplikasikan teknologi yang

terbilang baru dan sulit bagi saya. Kami hanya menggunakan whatsapp group kelas yang terdiri dari siswa kelas 7 serta guru dari mata pelajaran lain. Misalnya, dengan menggunakan whatsapp kelas saya akan membagikan link video youtube atau e-book lalu meminta siswa untuk menonton vide atau membaca e-book serta melaporkan hasilnya dalam bentuk tertulis.”

- 2) Do you help your colleagues to understand how to integrate language, technologies, and teaching approaches?
(Apakah Anda membantu kolega Anda untuk memahami cara mengintegrasikan bahasa, teknologi, dan pendekatan pengajaran?)
“Ya, saya kerap bertanya dengan teman sejawat/guru lain bagaimana cara mengaplikasikan pembelajaran bahasa inggris dengan menggunakan teknologi atau aplikasi yang kini kerap digunakan dalam pembelajaran daring.”

- 3) Do you use various approaches with various softwares to enhance students’ understanding in learning language?
(Apakah Anda menggunakan berbagai pendekatan dengan berbagai perangkat lunak untuk meningkatkan pemahaman siswa dalam pembelajaran bahasa?)
“Ya, saya mengaplikasikan berbagai macam teknik dengan media tertentu guna membantu siswa dalam memahami materi bahasa inggris.”

Appendix 8 : Interview Transcript for Exploring the teachers' TPACK in Teaching EFL Learners during Covid-19 Pandemic in Rural School Area (SMP Negeri 8 Bengkulu Selatan) : T2

Name of Teacher : T2

Position : English teacher at 7th grade SMPN 8 Bengkulu Selatan

Day, Date : Wednesday, May 12 2021

h. Technological Knowledge (TK)

4) Can you learn technology easily?

(Dapatkah Anda mempelajari teknologi dengan mudah?)

“Tidak, pengetahuan saya tentang penggunaan teknologi sangatlah terbatas, selama pembelajaran secara daring ini saya hanya menggunakan beberapa aplikasi, seperti Whatsapp grup kelas dan youtube, sebelum kelas dimulai saya biasa mencari video di youtube yang sesuai dengan topic pada pelajaran saat itu.”

5) Do you frequently try out different technologies to use in the teaching process?

(Apakah Anda sering mencoba berbagai teknologi untuk digunakan dalam proses pengajaran?)

“Saya kurang memiliki pengetahuan yang memadai tentang cara menggunakan teknologi. Selama belajar Online, saya hanya dapat menggunakan beberapa program. Misalnya, dalam proses pembelajaran, saya hanya menggunakan aplikasi YouTube dan WA; sebelum proses pembelajaran dimulai, saya mencari video di YouTube yang sesuai dengan topik dalam RPP.”

6) Do you know how to solve your own technical problems in teaching English?

(Apakah Anda tahu bagaimana memecahkan masalah teknis Anda sendiri dalam mengajar bahasa Inggris?)

“Ya, karena saya menerapkan system pembelajaran online ini dengan menggunakan media atau aplikasi yang sudah umum digunakan seperti whatsapp dan youtube, sehingga saya tahu bagaimana cara untuk menyelesaikan masalah dalam penggunaannya. Namun jika di rasa cuup sulit, saya akan bertanya kepada teman sejawat yang dirasa paham bagaimana memperbaiki sistem tersebut”.

i. Content Knowledge (CK)

4) Do you have sufficient knowledge about English?

(Apakah Anda memiliki pengetahuan yang cukup tentang bahasa Inggris?)

Ya, Saya memiliki cukup pengetahuan terkait bahasa Inggris, terlebih pendidikan terakhir saya yang memang merupakan S1 pendidikan bahasa Inggris, saya juga kerap mengikuti berbagai macam kegiatan, seperti pelatihan, PKG (Pusat Kegiatan Guru, MGMP (Musyawarah Guru Mata Pelajaran), maupun KKG (Kelompok Kerja Guru).

5) Do you have various ways and strategies of developing your understanding of English?

(Apakah Anda memiliki berbagai cara dan strategi untuk mengembangkan pemahaman Anda tentang bahasa Inggris?)

Ya, saya seringkali mencoba berbagai macam metode dan strategi mengajar saya dikelas, saya kerap kali mencoba strategi baru saat melihat nilai siswa yang tak mendapatkan peningkatan yang signifikan dalam setiap tugas minggunya.

6) Do you keep developing your knowledge in English?

(Apakah Anda terus mengembangkan pengetahuan Anda dalam bahasa Inggris?)

Ya, saya selalu berusaha untuk meningkatkan kemampuan bahasa Inggris saya, terlebih dimasa sekarang ini ada banyak sekali cara untuk mengembangkan kemampuan berbahasa Inggris, sebagai seorang guru yang merupakan panutan bagi murid tentu dituntut untuk menguasai materi serta memiliki kemampuan yang baik.

j. Pedagogical Knowledge (PK)

4) Can you assess student learning in multiple ways?

(Dapatkah Anda menilai pembelajaran siswa dengan berbagai cara?)

“Ya, saya selalu menilai siswa bukan hanya dari seberapa besar nilai yang ia capai di UTS atau UAS nya, tetapi saya akan melihat dari berbagai sisi, seperti seberapa aktif mereka di kelas, kehadiran, serta sikap mereka selama pembelajaran berlangsung.”

5) Can you use wide range of teaching approaches in classroom setting?

(Dapatkah Anda menggunakan berbagai pendekatan pengajaran dalam pengaturan kelas?)

“Ya, akan tetapi selama pandemic ini sulit bagi saya menentukan strategi mana yang lebih cocok untuk diterapkan, melihat sedikitnya siswa yang aktif di kelas saya merasa bingung apakah

mereka sudah memahami materi yang saya terangkan atau belum, jadi saya tidak tahu strategi apa dan sejauh mana pemahaman siswa jika saya menggunakan pendekatan atau strategi tersebut. Saya hanya akan mengubah strategi pembelajaran apabila ada siswa yang menanggapi bahwa dia tidak memahami materi yang saya sampaikan sama sekali.”

- 6) Do you know how to organize classroom management?
(Apakah Anda tahu bagaimana mengatur manajemen kelas?)
“Ya, pertama saya akan membuat suasana kelas menjadi nyaman terlebih dahulu guna menarik perhatian siswa. Saya memodifikasi atau mengganti pendekatan saya berdasarkan paham atau tidaknya siswa dengan apa yang telah saya jelaskan.”

k. Pedagogical Content Knowledge (PCK)

- 4) Do you make your own lesson plan?
(Apakah Anda membuat rencana pembelajaran Anda sendiri?)
Saya menggunakan RPP dari MGMP.
- 5) Can you select effective teaching approaches to guide student thinking in English learning?
(Dapatkah Anda memilih pendekatan pengajaran yang efektif untuk membimbing pemikiran siswa dalam pembelajaran bahasa Inggris?)
“Saya menggunakan video untuk memberitahukan materi atau tujuan belajarnya tentang apa. Saya memilih materi pertama dengan membuka kembali buku tentang apa dan tujuan akhirnya, contohnya tentang deskripsi text, saya akan menjabarkan tentang adjektif terlebih dahulu tentang sifat orang, benda, sifat hewan kemudian di spesifikkan kembali misalnya minggu ini tentang kata sifat hewan kemudian minggu depan tentang orang yang jelas saya mencari yang paling dekat dengan murid contohnya deskripsi tentang manusia, mereka bisa deskripsikan diri sendiri, guru atau tentang orang tua.”
- 6) Can you make difficult lesson easier for students to understand?
(Dapatkah Anda membuat pelajaran yang sulit lebih mudah dipahami oleh siswa?)
“Ya, saya mengaplikasikan banyak teknik untuk memudahkan siswa dalam memahami materi yang saya sampaikan, seperti mengirim link video youtube dan e-books ke group kelas dan

menjelaskan ulang materi jika ada siswa yang bertanya dan belum paham tentang materi tersebut.”

l. Technological Content Knowledge (TCK)

- 4) Do you know about technology that you can use for understanding and teaching English?

(Apakah Anda tahu tentang teknologi yang dapat Anda gunakan untuk memahami dan mengajar bahasa Inggris?)

“Saya sering menyarankan siswa saya untuk menggunakan aplikasi atau program pendidikan. Saya juga membagikan E-book dan E-test sehingga siswa dapat mempelajari materi di ponsel mereka.”

- 5) Do you use the technologies to develop learning activity and students’ tasks?

(Apakah Anda menggunakan teknologi untuk mengembangkan aktivitas belajar dan tugas siswa?)

Saya dan siswa saya menggunakan beberapa online platform. Seperti whatsapp untuk diskusi dan google classroom untuk tugas.

- 6) Do you use technologies as source to develop your own knowledge?

(Apakah Anda menggunakan teknologi sebagai sumber untuk mengembangkan pengetahuan Anda sendiri?)

Ya, teknologi sangat berperan aktif untuk mengembangkan pengetahuan, terutama metode pembelajaran yang banyak sekali terdapat di youtube sehingga dapat kita adopsi dan diaplikasikan di kelas.

m. Technological Pedagogical Knowledge (TPK)

- 4) Can you select technologies to use in your classroom that enhance what you teach, how you teach, and what students learn?

(Dapatkah Anda memilih teknologi untuk digunakan di kelas Anda yang meningkatkan apa yang Anda ajarkan, cara Anda mengajar, dan apa yang dipelajari siswa?)

“Ya, saya dapat mengintegrasikan teknologi umum dengan strategi pengajaran bahasa tertentu menggunakan teknologi seperti program yang membantu mengoperasikan pembelajaran online tetapi terkadang sangat sulit untuk menerapkan pembelajaran online di daerah pedesaan, sebagian besar siswa kami tidak memiliki laptop/smartphone, jadi kami tidak dapat menerapkan e-learning sinkron dan saya tidak memiliki pengetahuan yang

memadai dalam mengoperasikan teknologi yang lebih kompleks. Kami baru saja membuat satu kelas grup whatsapp yang terdiri dari semua guru yang mengajar siswa kelas tujuh dan siswa itu sendiri untuk melakukan pembelajaran online. Sebagai contoh, dengan menggunakan kelas grup WhatsApp, saya akan membagikan video tautan youtube atau e-book dan meminta siswa untuk menonton video/membaca e-book dan melaporkan konten video/e-book dalam bentuk tertulis.”

- 5) Can you adapt the use of the technologies that you learn about to different teaching activities?

(Dapatkah Anda menyesuaikan penggunaan teknologi yang Anda pelajari untuk kegiatan pengajaran yang berbeda?)

“Ya, saya menggunakan teknologi seperti whatsapp untuk berdiskusi atau menjelaskan materi kepada siswa, saya menggunakan google classroom untuk memberikan tugas, serta youtube untuk referensi bagi siswa.”

- 6) Can you use strategies that combine content, technologies and teaching approaches that you learn about in your coursework in classroom?

(Dapatkah Anda menggunakan strategi yang menggabungkan konten, teknologi, dan pendekatan pengajaran yang Anda pelajari dalam tugas Anda di kelas?)

“Ya, dengan beberapa aplikasi yang saya sebutkan tadi saya dapat menerapkan strategi untuk menyampaikan materi bahasa inggris di kelas.”

n. Technological Pedagogical and Content Knowledge (TPACK)

- 4) Can you teach lessons that appropriately combine language, technologies, and teaching approaches?

(Dapatkah Anda mengajarkan pelajaran yang dengan tepat menggabungkan bahasa, teknologi, dan pendekatan pengajaran?)

“Ya, saya dapat mengintegrasikan teknologi yang membantu meningkatkan pembelajaran secara daring, tapi terkadang hal ini sangat sulit untuk diterapkan di area terpencil, kebanyakan dari siswa kami tidak memiliki laptop atau smartphone, jadi kami tidak dapat menerapkan synchronous learning dan saya juga kurang memiliki pengetahuan dalam mengaplikasikan teknologi yang terbilang baru dan sulit bagi saya. Kami hanya menggunakan

whatsapp group kelas yang terdiri dari siswa kelas 7 serta guru dari mata pelajaran lain. Misalnya, dengan menggunakan whatsapp kelas saya akan membagikan link video youtube atau e-book lalu meminta siswa untuk menonton vide atau membaca e-book serta melaporkan hasilnya dalam bentuk tertulis.”

5) Do you help your colleagues to understand how to integrate language, technologies, and teaching approaches?

(Apakah Anda membantu kolega Anda untuk memahami cara mengintegrasikan bahasa, teknologi, dan pendekatan pengajaran?)

“Ya, saya kerap bertanya dengan teman sejawat/guru lain bagaimana cara mengaplikasikan pembelajaran bahasa inggris dengan menggunakan teknologi atau aplikasi yang kini kerap digunakan dalam pembelajaran daring.”

6) Do you use various approaches with various softwares to enhance students' understanding in learning language?

(Apakah Anda menggunakan berbagai pendekatan dengan berbagai perangkat lunak untuk meningkatkan pemahaman siswa dalam pembelajaran bahasa?)

“Ya, saya mengaplikasikan berbagai macam teknik dengan media tertentu guna membantu siswa dalam memahami materi bahasa inggris.”

Appendix 9 : The Result of Observation Checklist for Exploring the teachers' TPACK in Teaching EFL Learners during Covid-19 Pandemic in Urban School Area (SMP Negeri 5 Kota Bengkulu) : T1

OBSERVATION CHECKLIST

SMP Negeri 8 Bengkulu Selatan (Rural School Area)

Name of Teacher : T1
Septian Nur Aryati

Name of observer :

Date of observation : 24 May 2021
hour

Length of lesson : 1

Subject : English education
students: 2021/7/27

Year/class/Number of

TPACK Observation Checklist

- Observe the lesson
- Circle/checklist the rating of teachers' TPACK application
- Make comments where you think if necessary

TPACK Observation Checklist		Poor	Good	Very good	Excellent	Comment / Evidence
V. Technological Knowledge (TK)						
10	The teacher has essential technology tools for the lesson	1	2	3	✓	The teachers use whatsapp in conducting online learning.
11	The teacher uses technology to support instructional strategies	1	2	✓	4	The teachers use e-book and youtube video in supporting teaching-learning process.
12	The teacher uses technology tools without any problems	1	✓	3	4	The teachers still facing difficulties in term of technology use.
W. Content Knowledge (CK)						
13	The teacher exhibits a good mastery of subject matter knowledge	1	2	3	✓	The teachers explain the material in a very good way.
14	The teachers presents relevant and accurate facts in relation to the topic	1	2	✓	4	The teachers show some examples about the topic

						lesson related to real life, or authentic material.
15	The teacher provides a variety of references for the students to gain relevant content in EFL subject	1	2	✓	4	The teachers give many resources, such as e-books.
16	The teacher reinforces the topic lesson by providing assignments to students	1	2	✓	4	the teachers always ask students a question about last material in previous meeting before the class begin, also give assignments to students and asked them to collected through class WhatsApp groups in every two weeks.
X. Pedagogical Knowledge (PK)						
10	The teacher knows essential pedagogical approaches for the lesson preparation and presentation (direct instruction, collaborative learning, problem-based learning etc.)	1	2	✓	4	the teachers have not found a suitable strategy to apply in online learning.
11	The teacher demonstrates an understanding of different styles of student learning	1	✓	3	4	Teachers face difficulties in understanding student learning styles, especially in this online learning system.
12	The teacher structures the lesson to promote student learning	1	2	3	✓	The teachers could manage the classroom teaching learning process, which included student understanding, planning, performance of learning, assessment of learning objectives, and actualization of all

						potential learners
Y. Technological Content Knowledge (TCK)						
10	The teacher uses technology to demonstrate complex ideas that would otherwise be difficult to learn	1	2	✓	4	The teachers could choose the primary competency material in English learning that was appropriate in teaching using technology.
11	The teacher assists students to use technology to investigate and construct meaning of the complex ideas they are learning	1	2	3	✓	The teachers help the learners who seem did not yet comprehend how to operate the technology by giving the learners chance to ask them and give them the detail explanation about how to use the technology
12	All teaching aids including digital resources are attractive (layout) and support the theme/content of the lesson	1	2	✓	4	the teachers used all teaching aids including digital resources are attractive (layout) and support the theme/content of the lesson, such as images and videos that related to the topic
Z. Pedagogical Content Knowledge (PCK)						
10	The teacher select effective teaching approaches to guide student thinking and learning	1	2	3	4	The teachers could understand the material with several sub-concepts and their application in a flexible manner.
11	The teacher make her/his own lesson plan	1	2	3	4	It revealed that the teachers prepared education administration, e.g.,

						lesson plans, syllabus, annual programs, and semester programs themselves
12	The teacher make difficult lesson easier for students to understand	1	2	3	4	Some of them used educational games to promote students' skills, e.g., puzzle games.
AA. Technological Pedagogical Knowledge (TPK)						
10	The teacher uses technology to interact and collaborate with students in different teaching and learning activities	1	2	✓	4	The teachers used WhatsApp apps as the platform for conducting online learning.
11	The teacher uses technology for introducing concepts (from simple to complex) in didactic approaches for teaching students	1	2	✓	4	The teachers suggested the learners to watch more video on YouTube that related to the topic discussion, so that the learner will be more comprehend to the material.
12	The teacher adapts the use of technology to promote PBL approaches in teaching and learning activities	1	2	✓	4	The teachers guided and explained the problematic material by using slide presentation that they shared on WhatsApp Group class.
BB. Technological Pedagogical and Content Knowledge						
10	The teacher teaches a lesson that appropriately combines subject content, technologies and teaching & learning approaches (didactic and/or PBL)	1	2	✓	4	The teachers teach a material with proper teaching method by using supportive

						technologies based on TPACK framework such as WhatsApp group.
11	The teacher uses technology to support student learning approaches for the lesson taught	1	2	✓	4	The teachers often sharing YouTube link video to WhatsApp group class as references for student, so they can understand the material easier if they see the example.
12	The teacher is well prepared (having lesson plan) and able to operate technology to present a relevant lesson contents	1	2	✓	4	The teacher used lesson plan made by themselves in modified version from MGMP for conducting the instruction and they able to operate common online learning tools such as WhatsApp and Google classroom.

Adapted by: TPACK Observation Checklist – MEIS (Michigan Information Education System)

<https://studylib.net/doc/6828389/section-1—tpack-obervation-checklist--meips>

Appendix 10 : The Result of Observation Checklist for Exploring the teachers' TPACK in Teaching EFL Learners during Covid-19 Pandemic in Urban School Area (SMP Negeri 5 Kota Bengkulu) : T2

OBSERVATION CHECKLIST

SMP Negeri 8 Bengkulu Selatan (Rural School Area)

Name of Teacher : T2
Septian Nur Aryati

Name of observer :

Date of observation : 24 May 2021
hour

Length of lesson : 1

Subject : English education
students: 2021/7/27

Year/class/Number of

TPACK Observation Checklist

- Observe the lesson
- Circle/checklist the rating of teachers' TPACK application
- Make comments where you think if necessary

TPACK Observation Checklist		Poor	Good	Very good	Excellent	Comment / Evidence
CC. Technological Knowledge (TK)						
13	The teacher has essential technology tools for the lesson	1	2	3	✓	The teachers use whatsapp in conducting online learning.
14	The teacher uses technology to support instructional strategies	1	2	✓	4	The teachers use e-book and youtube video in supporting teaching-learning process.
15	The teacher uses technology tools without any problems	1	✓	3	4	The teachers still facing difficulties in term of technology use.
DD. Content Knowledge (CK)						
17	The teacher exhibits a good mastery of subject matter knowledge	1	2	3	✓	The teachers explain the material in a very good way.
18	The teachers presents relevant and accurate facts in relation to the topic	1	2	✓	4	The teachers show some examples about the topic

						lesson related to real life, or authentic material.
19	The teacher provides a variety of references for the students to gain relevant content in EFL subject	1	2	✓	4	The teachers give many resources, such as e-books.
20	The teacher reinforces the topic lesson by providing assignments to students	1	2	✓	4	the teachers always ask students a question about last material in previous meeting before the class begin, also give assignments to students and asked them to collected through class WhatsApp groups in every two weeks.
EE. Pedagogical Knowledge (PK)						
13	The teacher knows essential pedagogical approaches for the lesson preparation and presentation (direct instruction, collaborative learning, problem-based learning etc.)	1	2	✓	4	the teachers have not found a suitable strategy to apply in online learning.
14	The teacher demonstrates an understanding of different styles of student learning	1	✓	3	4	Teachers face difficulties in understanding student learning styles, especially in this online learning system.
15	The teacher structures the lesson to promote student learning	1	2	3	✓	The teachers could manage the classroom teaching learning process, which included student understanding, planning, performance of learning, assessment of learning objectives, and actualization of all

						potential learners
FF. Technological Content Knowledge (TCK)						
13	The teacher uses technology to demonstrate complex ideas that would otherwise be difficult to learn	1	2	✓	4	The teachers could choose the primary competency material in English learning that was appropriate in teaching using technology.
14	The teacher assists students to use technology to investigate and construct meaning of the complex ideas they are learning	1	2	3	✓	The teachers help the learners who seem did not yet comprehend how to operate the technology by giving the learners chance to ask them and give them the detail explanation about how to use the technology
15	All teaching aids including digital resources are attractive (layout) and support the theme/content of the lesson	1	2	✓	4	the teachers used all teaching aids including digital resources are attractive (layout) and support the theme/content of the lesson, such as images and videos that related to the topic
GG. Pedagogical Content Knowledge (PCK)						
13	The teacher select effective teaching approaches to guide student thinking and learning	1	2	3	4	The teachers could understand the material with several sub-concepts and their application in a flexible manner.
14	The teacher make her/his own lesson plan	1	2	3	4	It revealed that the teachers prepared education administration, e.g.,

						lesson plans, syllabus, annual programs, and semester programs themselves
15	The teacher make difficult lesson easier for students to understand	1	2	3	4	Some of them used educational games to promote students' skills, e.g., puzzle games.
HH. Technological Pedagogical Knowledge (TPK)						
13	The teacher uses technology to interact and collaborate with students in different teaching and learning activities	1	2	✓	4	The teachers used WhatsApp apps as the platform for conducting online learning.
14	The teacher uses technology for introducing concepts (from simple to complex) in didactic approaches for teaching students	1	2	✓	4	The teachers suggested the learners to watch more video on YouTube that related to the topic discussion, so that the learner will be more comprehend to the material.
15	The teacher adapts the use of technology to promote PBL approaches in teaching and learning activities	1	2	✓	4	The teachers guided and explained the problematic material by using slide presentation that they shared on WhatsApp Group class.
II. Technological Pedagogical and Content Knowledge						
13	The teacher teaches a lesson that appropriately combines subject content, technologies and teaching & learning approaches (didactic and/or PBL)	1	2	✓	4	The teachers teach a material with proper teaching method by using supportive

						technologies based on TPACK framework such as WhatsApp group.
14	The teacher uses technology to support student learning approaches for the lesson taught	1	2	✓	4	The teachers often sharing YouTube link video to WhatsApp group class as references for student, so they can understand the material easier if they see the example.
15	The teacher is well prepared (having lesson plan) and able to operate technology to present a relevant lesson contents	1	2	✓	4	The teacher used lesson plan made by themselves in modified version from MGMP for conducting the instruction and they able to operate common online learning tools such as WhatsApp and Google classroom.

Adapted by: TPACK Observation Checklist – MEIS (Michigan Information Education System)

<https://studylib.net/doc/6828389/section-1—tpack-obervation-checklist--meips>

Appendix 11 : Interview Transcript for Exploring the teachers' TPACK in Teaching EFL Learners during Covid-19 Pandemic in Urban School Area (SMP Negeri 5 Kota Bengkulu) : T1

Name of Teacher : T1

Position : English teacher at 7th grade SMPN 5 Kota Bengkulu

Day, Date : Wednesday, May 12 2021

o. Technological Knowledge (TK)

7) Can you learn technology easily?

(Dapatkah Anda mempelajari teknologi dengan mudah?)

“Ya, jika teknologi berkaitan tentang hal yang agak dalam agak susah. Pengetahuan saya tentang penggunaan teknologi sangatlah terbatas.”

8) Do you frequently try out different technologies to use in the teaching process?

(Apakah Anda sering mencoba berbagai teknologi untuk digunakan dalam proses pengajaran?)

“Selama pembelajaran secara daring ini saya sering share video atau buat sendiri materi, seperti di awal pandemic kami kerap menggunakan zoom, cuman karena di kelas itu hanya bisa masuk 100 peserta jadi kendalanya disana apalagi di kelas tujuh ini paralel kalau hanya 100 anak yang masuk yang lain tidak bisa masuk, kemudian zoom nya harus di ulang lagi, sementara waktunya itu sulit untuk menyesuaikan apalagi kadang jika internetnya sedang tidak stabil, sulit untuk melaksanakan zoom secara berulang, maka dari itu dibuatlah system sharing video dan materi yang dibuat sendiri lalu kami kirimkan ke anak. Kalau materi yang menggunakan kartu itu belum saya terapkan. Dengan menggunakan zoom juga banyak anak yang belum siap belajar, seperti ada yang ngobrol jadi itu kendalanya. Dan saat ini kami beralih menggunakan WhatsApp group kelas.”

9) Do you know how to solve your own technical problems in teaching English?

(Apakah Anda tahu bagaimana memecahkan masalah teknis Anda sendiri dalam mengajar bahasa Inggris?)

“Ya, biasanya kami di damping dengan TU, kalau misalnya kita mengalami kendala, tapi karena di zoom ini satu kelas bahasa

inggris satu ada satu teman yang lumayan menguasai IT yang saya kadang minta tolong kesitu, jadi ada yang menghandle jika saya mengalami kendala dalam penggunaan aplikasi zoom”.

p. Content Knowledge (CK)

7) Do you have sufficient knowledge about English?

(Apakah Anda memiliki pengetahuan yang cukup tentang bahasa Inggris?)

“Ya, Saya merasa memiliki cukup pengetahuan terkait bahasa Inggris, terlebih dengan pengalaman mengajar saya yang lebih dari 20 tahun serta latang belakang pendidikan terakhir saya yang memang merupakan S1 pendidikan bahasa inggris. saya juga kerap mengikuti berbagai macam kegiatan, seperti pelatihan, PKG (Pusat Kegiatan Guru dan MGMP (Musyawarah Guru Mata Pelajaran).”

8) Do you have various ways and strategies of developing your understanding of English?

(Apakah Anda memiliki berbagai cara dan strategi untuk mengembangkan pemahaman Anda tentang bahasa Inggris?)

“Ya, saya seringkali mencoba berbagai macam metode dan strategi mengajar saya dikelas, saya kerap kali mencoba strategi baru terutama pada saat mengajar murid kelas 7, yang tentunya memiliki berbagai macam pengetahuan terkait bahasa Inggris. Saya terus mengembangkan kemampuan dan strategi mengajar saya, meskipun saya melihat nilai siswa yang mendapati peningkatan yang signifikan dalam setiap tugas minggunya.”

9) Do you keep developing your knowledge in English?

(Apakah Anda terus mengembangkan pengetahuan Anda dalam bahasa Inggris?)

“saya selalu berusaha untuk meningkatkan kemampuan bahasa inggris saya, terlebih dimasa sekarang ini ada banyak sekali cara untuk mengembangkan kemampuan berbaahasa Inggris, sebagai seorang guru yang merupakan panutan bagi murid tentu dituntut untuk menguasai materi serta memiliki kemampuan yang baik.”

q. Pedagogical Knowledge (PK)

7) Can you assess student learning in multiple ways?

(Dapatkah Anda menilai pembelajaran siswa dengan berbagai cara?)

“Ya, saya selalu menilai siswa dengan berbagai cara, misal kemampuan menulis atau writing, saya akan suruh mereka menulis kemudian difoto dan dikirimkan ke dalam group kelas, jika kemampuan speaking, biasanya saya suruh untuk membuat video terkait materi, contoh tentang introduce yourself. Untuk ulangan, saya biasa memberi panduan terlebih dahulu, serta saya tekankan bahmereka harus membuat dan mengerjakan sendiri ulangan tersebut”.

8) Can you use wide range of teaching approaches in classroom setting?

(Dapatkah Anda menggunakan berbagai pendekatan pengajaran dalam pengaturan kelas?)

“Ya, akan tetapi selama pandemic ini sulit bagi saya menentukan strategi mana yang lebih cocok untuk diterapkan, melihat sedikitnya siswa yang aktif di kelas saya merasa bingung apakah mereka sudah memahami materi yang saya terangkan atau belum, jadi saya tidak tahu strategi apa dan sejauh mana pemahaman siswa jika saya menggunakan pendekatan atau strategi tersebut. Saya hanya akan mengubah strategi pembelajaran apabila ada siswa yang menanggapi bahwa dia tidak memahami materi yang saya sampaikan sama sekali. Terutama untuk kelas y ini, mengingat latar belakang pengetahuan mereka yang beragam terkait mata pelajaran bahasa Inggris, ada yang sudah belajar dari SD da nada yang belum, tentu perlu perhatian lebih untuk melihat sejauh mana pemahaman mereka terkait materi bahasa inggris.ada juga anak yang pada saat latihan maupun ujian menggunakan google form mengumpulkan tugas mereka hingga berkali-kali, akan tetapi saat ini sistennya sudah kami ubah dengan cara membatasi jumlah submit hanya sekali”

9) Do you know how to organize classroom management?

(Apakah Anda tahu bagaimana mengatur manajemen kelas?)

“Ya, kami memiliki whatsApp group kelas, setiap kali pertemuan anak-anak akan dipinta untuk mengisi absen terlebih dahulu, kemudian jika ada latihan, maka kami menggunakan google form atau jika mereka disuruh menulis misal tentang teks descriptive, saya akan meminta mereka untuk kumpul ke sekolah pada saat

masih boleh ke sekolah, namun kendalanya terkadang anak-anak sulit untuk mengumpulkan untuk masa sekarang jadi hanya mengumpulkan melalui foto, atau jika ada tugas percakapan atau dialogue, saya akan meminta mereka membuat video dengan teman yang rumahnya berdekatan dan di kirim ke group WA, untuk tugas menulis saya akan kirim panduan terlebih dahulu, lalu meminta mereka untuk memfotokan hasil tulisannya dan dikirim ke dalam group WA kelas.”

r. Pedagogical Content Knowledge (PCK)

7) Do you make your own lesson plan?

(Apakah Anda membuat rencana pembelajaran Anda sendiri?)

“Saya menggunakan RPP sendiri, cuman terkadang kita mencari yang sesuai dengan silabus.”

8) Can you select effective teaching approaches to guide student thinking in English learning?

(Dapatkah Anda memilih pendekatan pengajaran yang efektif untuk membimbing pemikiran siswa dalam pembelajaran bahasa Inggris?)

“Saya belum menemukan pendekatan yang cocok untuk diterapkan selama pandemic ini, akan tetapi untu saat ini saya masih menerapkan teacher centered, saya akan menjelaskan materi dan memberikan mereka beberapa contoh video agar mereka lebih mudah dalam memahami apa yang saya sampaikan.”

9) Can you make difficult lesson easier for students to understand?

(Dapatkah Anda membuat pelajaran yang sulit lebih mudah dipahami oleh siswa?)

“Ya, itu agak susah, paling misalnya untuk kelas 7 itu tentang descriptive, misalnya mendeskripsikan hewan, kalau guru yang mahir menggunakan IT dia menyampaikan materi dengan membuat video animasi, kemudian dia share dan saya akan share di kelas, kemudian menjelaskan materi yang tertera pa video tersebut. “

s. Technological Content Knowledge (TCK)

7) Do you know about technology that you can use for understanding and teaching English?

(Apakah Anda tahu tentang teknologi yang dapat Anda gunakan untuk memahami dan mengajar bahasa Inggris?)

“Ya, saya merekomendasikan beberapa aplikasi untuk belajar bahasa Inggris kepada siswa seperti duolingo dan video pembelajaran tentang bahasa Inggris di youtube.”

8) Do you use the technologies to develop learning activity and students' tasks?

(Apakah Anda menggunakan teknologi untuk mengembangkan aktivitas belajar dan tugas siswa?)

“Untuk media atau alat pembelajaran, saya menggunakan smartphone dan laptop. Saya dan siswa saya juga menggunakan beberapa online platform, seperti whatsapp zoom meeting untuk diskusi dan google form untuk tugas/latihan.”

9) Do you use technologies as source to develop your own knowledge?

(Apakah Anda menggunakan teknologi sebagai sumber untuk mengembangkan pengetahuan Anda sendiri?)

Ya, teknologi sangat berperan aktif untuk mengembangkan pengetahuan, terutama metode pembelajaran yang banyak sekali terdapat di youtube sehingga dapat kita adopsi dan diaplikasikan di kelas.

t. Technological Pedagogical Knowledge (TPK)

7) Can you select technologies to use in your classroom that enhance what you teach, how you teach, and what students learn?

(Dapatkah Anda memilih teknologi untuk digunakan di kelas Anda yang meningkatkan apa yang Anda ajarkan, cara Anda mengajar, dan apa yang dipelajari siswa?)

“Saya sering menggunakan aplikasi terkait pendidikan kepada siswa saya. Saya juga biasa membagikan video dan slide presentasi sehingga siswa dapat mempelajari materinya melalui smartphone mereka.”

8) Can you adapt the use of the technologies that you learn about to different teaching activities?

(Dapatkah Anda menyesuaikan penggunaan teknologi yang Anda pelajari untuk kegiatan pengajaran yang berbeda?)

“Ya, saya menggunakan teknologi seperti zoom meeting dan whatsapp untuk berdiskusi atau menjelaskan materi kepada siswa, saya menggabungkan google classroom untuk memberikan tugas, serta youtube untuk referensi bagi siswa.”

- 9) Can you use strategies that combine content, technologies and teaching approaches that you learn about in your coursework in classroom?

(Dapatkah Anda menggunakan strategi yang menggabungkan konten, teknologi, dan pendekatan pengajaran yang Anda pelajari dalam tugas Anda di kelas?)

“Ya, dengan beberapa aplikasi yang saya sebutkan tadi saya dapat menerapkan strategi untuk menyampaikan materi bahasa inggris di kelas.”

u. Technological Pedagogical and Content Knowledge (TPACK)

- 7) Can you teach lessons that appropriately combine language, technologies, and teaching approaches?

(Dapatkah Anda mengajarkan pelajaran yang dengan tepat menggabungkan bahasa, teknologi, dan pendekatan pengajaran?)

“Ya, saya share dulu materi yang ringan, terus cari materi yang paling mudah dimengerti anak, lalu baru saya terangkan, jika dirasa mereka sudah paham barulah saya memberikan tugas. Kadang saya menyuruh mereka untuk meringkas materi yang di buat sendiri, contohnya tenses, saya suruh cari yang mana yermasuk kata benda, kata sifat dll. ditulis dan difoto kemudian dikirim ke group WhaysApp kelas.”

- 8) Do you help your colleagues to understand how to integrate language, technologies, and teaching approaches?

(Apakah Anda membantu kolega Anda untuk memahami cara mengintegrasikan bahasa, teknologi, dan pendekatan pengajaran?)

“Tidak, saya kerap bertanya dengan teman sejawat/guru lain bagaimana cara mengaplikasikan pembelajaran bahasa inggris dengan menggunakan teknologi atau aplikasi yang kini kerap digunakan dalam pembelajaran daring.”

- 9) Do you use various approaches with various softwares to enhance students’ understanding in learning language?

(Apakah Anda menggunakan berbagai pendekatan dengan berbagai perangkat lunak untuk meningkatkan pemahaman siswa dalam pembelajaran bahasa?)

“Ya, saya mengaplikasikan berbagai macam teknik dengan media tertentu guna membantu siswa dalam memahami materi bahasa Inggris. Akan tetapi, dalam pembelajaran online ini banyak sekali rintangannya, karena anak-anak belum tentu paham dengan materi yang disampaikan. Kalau pembelajaran tatap muka, kita dapat menilai anak apakah dia sudah paham dengan materi tersebut atau belum, kita juga bisa melihat kegiatan anak. Tapi sekarang anak belajar dari rumah, paham atau tidaknya mereka dengan materi tentu sangat sulit untuk kita ketahui, untuk tugas yang diberikan juga kita tidak mengetahui apakah mereka yang mengerjakan atau bukan, tiba-tiba nilai mereka tinggi semua. Dari situ kita tidak tahu apakah mereka benar bisa atau ada yang bisa mereka suruh untuk mengerjakan, misalnya saudaranya. Tentu lebih enak menyampaikan materi secara tatap muka daripada hanya sekedar share materi, karena materi ini juga ada yang tergolong mudah dan sulit, misalnya tenses. Terus background anak kelas 7 ini ada yang sudah pernah belajar bahasa Inggris sebelumnya di SD dan ada yang belum. Lalu untuk kosakata, jika mereka disuruh menulis itu masih sulit.”

Appendix 12 : Interview Transcript for Exploring the teachers' TPACK in Teaching EFL Learners during Covid-19 Pandemic in Urban School Area (SMP Negeri 5 Kota Bengkulu) : T2

Name of Teacher : T2

Position : English teacher at 7th grade SMPN 5 Kota Bengkulu

Day, Date : Wednesday, June 20 2021

v. Technological Knowledge (TK)

10) Can you learn technology easily?

(Dapatkah Anda mempelajari teknologi dengan mudah?)

"Ya, saya dapat mempelajari teknologi dengan mudah, dari pihak sekolah juga mengadakan workshop sebanyak tiga kali untuk pelatihan teknologi IT, saya juga kerap mengikuti pelatihan online seperti Microsoft Expert, pelatihan online dari Wardah Inspiring Teacher dan disana di ajarkan cara membuat video cara meeting online menggunakan Microsoft Teams, ada juga dari MGMP bahasa Inggris tentang cara menggunakan google meet dan juga dari LPMP di group MGMP banyak guru yang menshare link tentang pelatihan belajar online. saya juga kerap mempelajari teknologi di rumah sembari mengasuh anak saya"

11) Do you frequently try out different technologies to use in the teaching process?

(Apakah Anda sering mencoba berbagai teknologi untuk digunakan dalam proses pengajaran?)

"Ya, saya sering mencoba berbagai hal, apalagi tahun kemarin. Saya kerap mencoba aplikasi editing video seperti plotagon, canva, poutun, rander forest dan masih banyak lagi, seperti kine master atau inshot yang paling sering saya gunakan. Apalagi sebagai guru saya dituntut untuk menguasai berbagai teknologi untuk menciptakan suasana belajar yang inovatif. Saya biasanya menggunakan aplikasi zoom meeting dalam melakukan pembelajaran online, saya juga menggunakan aplikasi YouTube untuk mengunggah video pelajaran yang saya buat sendiri."

12) Do you know how to solve your own technical problems in teaching English?

(Apakah Anda tahu bagaimana memecahkan masalah teknis Anda sendiri dalam mengajar bahasa Inggris?)

“Ya, karena saya menerapkan system pembelajaran online ini dengan menggunakan media atau aplikasi yang sudah umum digunakan, sehingga saya tahu bagaimana cara untuk menyelesaikan masalah dalam penggunaannya. Namun jika di rasa cuup sulit, saya akan bertanya kepada teman sejawat yang dirasa paham bagaimana memperbaiki sisem tersebut.”

w. Content Knowledge (CK)

10) Do you have sufficient knowledge about English?

(Apakah Anda memiliki pengetahuan yang cukup tentang bahasa Inggris?)

“Saya merasa bahwa saya sudah memili kemampuan yang cukup terkait bahasa inggris, saya menghabiskan waktu saya untuk mengembangkan kemampuan bahasa ingris, serta pengalaman mengajar yang sudah cukup lama dan hasil TOEFL tes saya juga sudah memenuhi standar untuk menjadi pengajar, sehingga saya merasa sudah memiliki pengetahuan yang cukup”

11) Do you have various ways and strategies of developing your understanding of English?

(Apakah Anda memiliki berbagai cara dan strategi untuk mengembangkan pemahaman Anda tentang bahasa Inggris?)

“Saya memiliki akses mudah dalam hal materi dan lebih banyak sumber akademik untuk bahan dan memberikan berbagai referensi untuk mendapatkan konten yang relevan dalam mata pelajaran EFL, seperti percakapan video penutur asli, sehingga saya dapat mengembangkan pengetahuan saya dengan bahan otentik, tidak hanya dengan menggunakan bahan teks tetapi juga referensi lain melalui audio visual. ”.

12) Do you keep developing your knowledge in English?

(Apakah Anda terus mengembangkan pengetahuan Anda dalam bahasa Inggris?)

“Ya, saya selalu berusaha untuk meningkatkan kemampuan bahasa inggris saya, terlebih dimasa sekarang ini ada banyak sekali cara untuk mengembangkan kemampuan berbaahasa Inggris, sebagai seorang guru yang merupakan panutan bagi murid tentu dituntut untuk menguasai materi serta memiliki kemampuan yang baik. Terlebih dimasa pandemic ini guru dituntut untuk meiliki pengetahuan terkait teknologi dan media

pembelajaran online yang tentunya harus disesuaikan dengan pengajaran bahasa Inggris”

x. Pedagogical Knowledge (PK)

10) Can you assess student learning in multiple ways?

(Dapatkah Anda menilai pembelajaran siswa dengan berbagai cara?)

“Ya, kadang saya hanya memberikan materi saja kemudian meminta siswa untuk mencatat di buku dari materi yang saya berikan seperti video atau slide presentasi, kadang jika materi sudah cukup, baru saya memberikan latihannya. Jadi tidak setiap minggu saya memberikan tugas. Nilai mereka juga tidak banyak berubah dari pembelajaran tatap muka ke daring ini, siswa yang pintar tentu mendapat nilai tinggi, dan mereka yang kurang aktif tetap sama saja nilainya dengan sebelumnya.”

11) Can you use wide range of teaching approaches in classroom setting?

(Dapatkah Anda menggunakan berbagai pendekatan pengajaran dalam pengaturan kelas?)

“Ya, akan tetapi selama pandemic ini sulit bagi saya menentukan strategi mana yang lebih cocok untuk diterapkan, pembelajaran online ini tentu tidak seefektif pembelajaran tatap muka, waktunya juga tidak terlalu bisa panjang dibandingkan dengan tatap muka. Dalam pembelajaran tatap muka biasanya 2x45 menit untuk satu kali pertemuan, sedangkan pembelajaran online ini sekali belajar maksimal 60 menit dalam kurun waktu seminggu sekali, sedang tatap muka bisa dua kali seminggu 2x80 menit kemudian melihat sedikitnya siswa yang aktif di kelas saya merasa bingung apakah mereka sudah memahami materi yang saya terangkan atau belum, jadi saya tidak tahu strategi apa dan sejauh mana pemahaman siswa jika saya menggunakan pendekatan atau strategi tersebut. Saya hanya akan mengubah strategi pembelajaran apabila ada siswa yang menanggapi bahwa dia tidak memahami materi yang saya sampaikan sama sekali”.

12) Do you know how to organize classroom management?

(Apakah Anda tahu bagaimana mengatur manajemen kelas?)

“Ya. Pertama, saya menyapa siswa di kelas. Secara bersamaan, menilai kehadiran atau keterlibatan siswa dengan memasukkan

nama mereka di grup WhatsApp, dan juga memberikan pertanyaan analitis seperti “bagaimana pandangan Anda tentang?”, “bagaimana Anda mengklasifikasikan /mengkonfirmasi/membedakan?”, dan “Mengapa Anda berpikir demikian?” untuk mendorong pemikiran kritis siswa. Kedua, saya memberikan tugas kepada siswa tentang topik tersebut dan kemudian mengukur respons dan minat emosional mereka selama pelajaran.”

y. Pedagogical Content Knowledge (PCK)

10) Do you make your own lesson plan?

(Apakah Anda membuat rencana pembelajaran Anda sendiri?)

Saya menggunakan RPP yang saya buat sendiri, kemudian disederhanakan menurut materi kita. RPP juga tak terlalu banyak sebab cara menggunakannya sama yakni secara daring jaddi tidak terlalu banyak perbedaan tinggal disesuaikan menggunakan media apa. Saya menggunakan buku berjudul Interactive English dan buku dari pemerintah When English Rings The bells, buku dari Erlangga ada Mandiri.

11) Can you select effective teaching approaches to guide student thinking in English learning?

(Dapatkah Anda memilih pendekatan pengajaran yang efektif untuk membimbing pemikiran siswa dalam pembelajaran bahasa Inggris?)

Saya menggunakan video untuk memberitahukan materi atau tujuan belajarnya tentang apa. Saya memilih materi pertama dengan membuka kembali buku tentang apa dan tujuan akhirnya, contohnya tentang deskripsi text, saya akan menjabarkan tentang adjektif terlebih dahulu tentang sifat orang, benda, sifat hewan kemudian di spesifikkan kembali misalnya minggu ini tentang kata sifat hewan kemudian minggu depan tentang orang yang jelas saya mencari yang paling dekat dengan murid contohnya deskripsi tentang manusia, mereka bisa deskripsikan diri sendiri, guru atau tentang orang tua.

12) Can you make difficult lesson easier for students to understand?

(Dapatkah Anda membuat pelajaran yang sulit lebih mudah dipahami oleh siswa?)

Saya kebanyakan menggunakan video youtube dan slide presentasi yang rata-rata saya buat sendiri. Saya menyampaikan materi

menggunakan video kemudian link nya saya share ke group WhatsApp kelas, karena rata-rata semuanya menggunakan WhatsApp. Untuk zoom meeting pernah di aplikasikan, tapi untuk saat ini sudah jarang penggunaanya, sebab anak-anak sering ketinggalan materi, ada yang beralasan tidak memiliki kuota internet. Jadi untuk menghindari sedikitnya siswa yang hadir atau banyaknya siswa yang absent, jadi saya memutuskan untuk membuat video yang bisa di share kapan saja. Menurut saya zoom meeting tu bagus, asal sesuai dengan jadwal dan gurunya konsisten. Saya akan menshare ulang video jika banyak siswa yang bertanya terkait materi pembelajaran agar mereka paham maksud saya bagaimana cara memahami materi atau tugas yang saya berikan.

z. Technological Content Knowledge (TCK)

10) Do you know about technology that you can use for understanding and teaching English?

(Apakah Anda tahu tentang teknologi yang dapat Anda gunakan untuk memahami dan mengajar bahasa Inggris?)

“Ya, saya merekomendasikan beberapa aplikasi untuk belajar bahasa inggris kepada siswa seperti kamusku, halo apps dan video pembelajaran tentang bahasa Inggris di youtube.”

11) Do you use the technologies to develop learning activity and students' tasks?

(Apakah Anda menggunakan teknologi untuk mengembangkan aktivitas belajar dan tugas siswa?)

“Tentu, saya dan siswa saya menggunakan beberapa platform online. Contohnya saya menggunakan Zoom meeting untuk diskusi online dan melihat aktivitas siswa, serta WhatsApp untuk mengumpulkan tugas dan membagikan materi yang akan dipelajari sebelum melakukan zoom meeting pada pertemuan berikutnya, saya juga menggunakan platform youtube untuk membagikan video pembelajaran yang saya telah menjadikan diri saya sebagai referensi mahasiswa saat berdiskusi pada zoom meeting mereka melewatkan materi atau masih belum memahami isi yang dijelaskan.”

12) Do you use technologies as source to develop your own knowledge?

(Apakah Anda menggunakan teknologi sebagai sumber untuk mengembangkan pengetahuan Anda sendiri?)

"Ya, teknologi sangat berperan aktif untuk mengembangkan pengetahuan, terutama metode pembelajaran yang banyak sekali terdapat di youtube sehingga dapat kita adopsi dan diaplikasikan di kelas."

aa. Technological Pedagogical Knowledge (TPK)

10) Can you select technologies to use in your classroom that enhance what you teach, how you teach, and what students learn?

(Dapatkah Anda memilih teknologi untuk digunakan di kelas Anda yang meningkatkan apa yang Anda ajarkan, cara Anda mengajar, dan apa yang dipelajari siswa?)

"Saya sering merekomendasikan aplikasi terkait pendidikan kepada siswa saya. Saya juga biasa membagikan e-book dan e-test sehingga siswa dapat mempelajari materinya melalui smartphone mereka."

11) Can you adapt the use of the technologies that you learn about to different teaching activities?

(Dapatkah Anda menyesuaikan penggunaan teknologi yang Anda pelajari untuk kegiatan pengajaran yang berbeda?)

"Setelah kelas zoom meeting kami selesai, saya sering membagikan video yang saya buat ke saluran YouTube saya dan meminta siswa untuk menontonnya. Saya juga biasa memberi mereka referensi lain seperti E-book agar siswa bisa mendapatkan lebih banyak pengetahuan dan lebih memahami materi."

12) Can you use strategies that combine content, technologies and teaching approaches that you learn about in your coursework in classroom?

(Dapatkah Anda menggunakan strategi yang menggabungkan konten, teknologi, dan pendekatan pengajaran yang Anda pelajari dalam tugas Anda di kelas?)

Ya, dengan beberapa aplikasi yang saya sebutkan tadi saya dapat menerapkan strategi untuk menyampaikan materi bahasa inggris di kelas.

bb. Technological Pedagogical and Content Knowledge (TPACK)

10) Can you teach lessons that appropriately combine language, technologies, and teaching approaches?

(Dapatkah Anda mengajarkan pelajaran yang dengan tepat menggabungkan bahasa, teknologi, dan pendekatan pengajaran?)

“Ya, saya cenderung menggunakan aplikasi zoom meeting dalam melakukan pembelajaran online, saya menyediakan banyak sumber daya seperti e-book atau video kepada siswa. Misalnya, saya akan membagikan video otentik (dialog antara dua penutur asli) dan meminta siswa saya untuk mengulangi pengucapan beberapa kosakata yang disajikan dalam video melalui fitur yang tersedia di aplikasi Zoom Meeting seperti layar berbagi.”

11) Do you help your colleagues to understand how to integrate language, technologies, and teaching approaches?

(Apakah Anda membantu kolega Anda untuk memahami cara mengintegrasikan bahasa, teknologi, dan pendekatan pengajaran?)

Ya, saya kerap membantu teman sejawat/guru lain bagaimana cara mengaplikasikan pembelajaran bahasa inggris dengan menggunakan teknologi atau aplikasi yang kini kerap digunakan dalam pembelajaran daring.

12) Do you use various approaches with various softwares to enhance students' understanding in learning language?

(Apakah Anda menggunakan berbagai pendekatan dengan berbagai perangkat lunak untuk meningkatkan pemahaman siswa dalam pembelajaran bahasa?)

“Ya, saya mengaplikasikan berbagai macam teknik dengan media tertentu guna membantu siswa dalam memahami materi bahasa inggris.”

Appendix 13

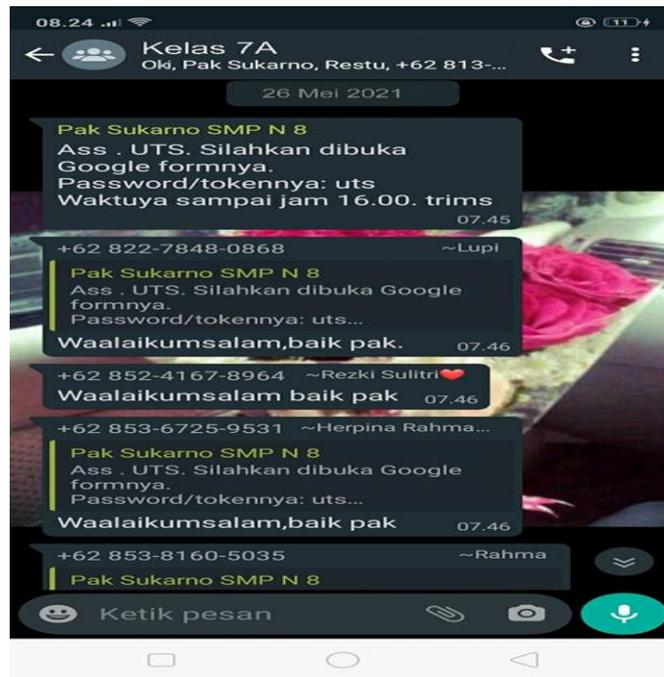
Documentation



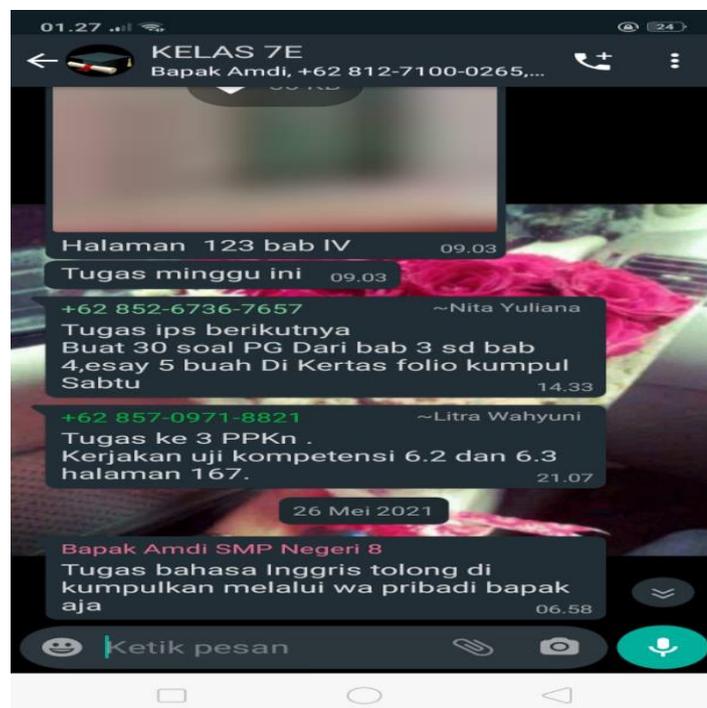
Interview with English Teacher (T1) of SMP Negeri 8 Bengkulu Selatan



Interview with English Teacher (T2) of SMP Negeri 8 Bengkulu Selatan



Observation the Implementation of English Teachers' (T1) TPACK in Teaching EFL Learners during Covid-19 Pandemic at 7th grade SMPN 8 Bengkulu Selatan



Observation the Implementation of English Teachers' (T2) TPACK in Teaching EFL Learners during Covid-19 Pandemic at 7th grade SMPN 8 Bengkulu Selatan



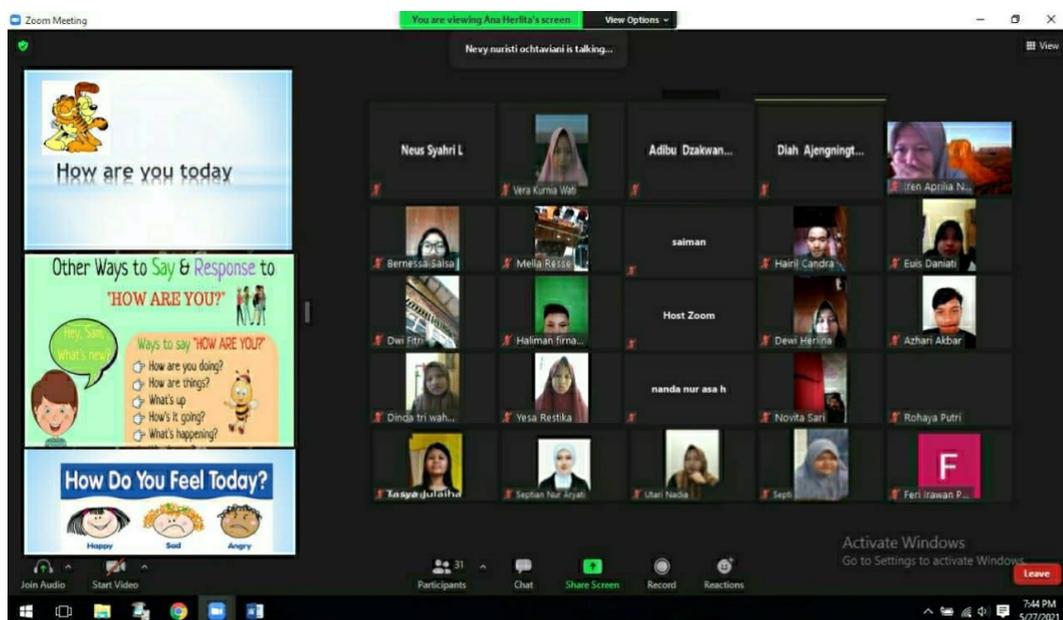
Interview with English Teacher (T1) of SMP Negeri 5 Kota Bengkulu



Interview with English Teacher (T2) of SMP Negeri 5 Kota Bengkulu



Observation the Implementation of English Teachers' (T1) TPACK in Teaching EFL Learners during Covid-19 Pandemic at 7th grade class SMPN 5 Kota Bengkulu



Observation the Implementation of English Teachers' (T2) TPACK in Teaching EFL Learners during Covid-19 Pandemic at 7th grade class SMPN 5 Kota Bengkulu