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TECHONOLOGICAL PEDAGOGICAL AND CONTENT KNOWLEDGE
(TPACK)-BASED ENGLISH LEARNING AT UPT SMAN 2 BARRU**

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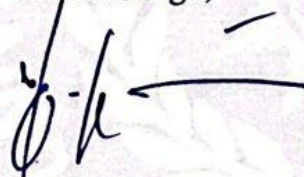
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The Researcher,

Riska Mawardah

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ABSTRACT

RISKA MAWARDAH, 2024. *Students' and Teachers' Views on Technological Pedagogical And Content Knowledge (TPACK)-Based English Learning at UPT SMAN 2 Barru.* Dibimbing Oleh Patahuddin dan Syawal.

This study aims to find out students' and teachers' views on Technology Pedagogical and Content Knowledge (TPACK)-based English learning. This study answers the following research questions: (1) How do students perceive English learning based on Technology Pedagogical and Content Knowledge (TPACK) at UPT SMAN 2 Barru? (2) How do teachers perceive English learning based on Technology Pedagogical and Content Knowledge (TPACK) at Upt Sman 2 Barru?

This type of research is field research with a qualitative approach. The data in this study are students' and teachers' views on English learning based on Technology Pedagogical and Content Knowledge (TPACK). The sources of data in this study are the results of observations, interviews, and documentation with some students and teachers at UPT SMAN 2 Barru. This research was conducted at UPT SMAN 2 Barru. Informants were selected by random sampling. In this study, researchers used several theories to determine the views of students and teachers on the use of Technology Pedagogical and Content Knowledge (TPACK) based learning.

The results showed that (1) Students' views on English learning based on Technology Pedagogical and Content Knowledge (TPACK) were not optimal, there were two components that had not been fully implemented. (2) Teachers' views on this Technology Pedagogical and Content Knowledge (TPACK)-based learning have been maximized, and all components have been fully implemented. The conclusion of this study is that students and teachers have positive views towards the use of TPACK framework in English language learning. Students feel more engaged and motivated when technology is used to reinforce their understanding of English materials. The teachers also recognized the benefits of TPACK in creating a more dynamic and relevant learning experience. The conclusion of this study is that students and teachers have positive views towards the use of TPACK framework in English language learning. Students feel more engaged and motivated when technology is used to reinforce their understanding of English materials. The teachers also recognized the benefits of TPACK in creating a more dynamic and relevant learning experience.

Keywords: *TPACK, English Learning, Technology Integration*

ABSTRAK

RISKA MAWARDAH, 2024. *Students' and Teachers' Views on Technological Pedagogical And Content Knowledge (TPACK)-Based English Learning at UPT SMAN 2 Barru.* Dibimbing Oleh Patahuddin dan Syawal.

Penelitian ini bertujuan untuk mengetahui pandangan siswa dan guru terhadap pembelajaran Bahasa Inggris berbasis Technology Pedagogical and Content Knowledge (TPACK). Penelitian ini menjawab pertanyaan penelitian sebagai berikut: (1) Bagaimana pandangan siswa terhadap pembelajaran Bahasa Inggris berbasis Technology Pedagogical and Content Knowledge (TPACK) di Upt Sman 2 Barru? (2) Bagaimana pandangan guru terhadap pembelajaran Bahasa Inggris berbasis Technology Pedagogical and Content Knowledge (TPACK) di UPT SMAN 2 Barru?

Jenis penelitian ini adalah penelitian lapangan dengan pendekatan kualitatif. Data dalam penelitian ini adalah pandangan siswa dan guru terhadap pembelajaran Bahasa Inggris berbasis Technology Pedagogical and Content Knowledge (TPACK). Sumber data dalam penelitian ini adalah hasil observasi, wawancara, dan dokumentasi dengan beberapa siswa dan guru di UPT SMAN 2 Barru. Penelitian ini dilakukan di UPT SMAN 2 Barru. Informan dipilih dengan random sampling. Dalam penelitian ini, peneliti menggunakan beberapa teori untuk mengetahui pandangan siswa dan guru dalam penggunaan pembelajaran berbasis Technology Pedagogical and Content Knowledge (TPACK).

Hasil penelitian menunjukkan bahwa (1) Pandangan siswa terhadap pembelajaran Bahasa Inggris berbasis Technology Pedagogical and Content Knowledge (TPACK) ini belum maksimal, terdapat dua komponen yang belum sepenuhnya terimplementasikan. (2) Pandangan guru terhadap pembelajaran berbasis Technology Pedagogical and Content Knowledge (TPACK) ini sudah cukup maksimal, semua komponen sudah sepenuhnya terimplementasikan. Kesimpulan dari penelitian ini adalah siswa dan guru memiliki pandangan positif terhadap penggunaan kerangka kerja TPACK dalam pembelajaran bahasa Inggris. Siswa merasa lebih terlibat dan termotivasi ketika teknologi digunakan untuk memperkuat pemahaman mereka tentang materi bahasa Inggris. Para guru juga mengakui manfaat TPACK dalam menciptakan pengalaman belajar yang lebih dinamis dan relevan.

Kata Kunci : *TPACK, Pembelajaran Bahasa Inggris, Integrasi Teknologi*