

## TPACK Implementation In English Reading Instruction at MTs Ulil Albab NW Gegek

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### Abstract

This study investigates how English teachers implement Technological Pedagogical Content Knowledge (TPACK) in reading instruction at MTs Ulil Albab NW Gegek and identifies differences in technology integration across grade levels. The study used a descriptive qualitative approach. Data were collected through interviews, classroom observations, and documentation involving English teachers responsible for grades VII, VIII, and IX. The data were analyzed through data reduction, data presentation, and verification, while source triangulation was used to strengthen credibility. The findings indicate that TPACK implementation was uneven and overall remained at a moderate level. The grade VII teacher demonstrated a good ability to connect technology with reading materials and classroom instruction. The grade VIII teacher used audio and video to support listening, pronunciation, and reading activities. In contrast, the grade IX teacher relied mainly on conventional instruction and did not integrate technology into reading lessons. These differences show that technology integration depends not only on access to digital tools but also on teachers' ability to connect technology with pedagogy and English content. The study concludes that teachers' TPACK at the school should be strengthened through sustained professional development and improved access to appropriate learning technologies. Future research should evaluate targeted TPACK training and its effects on teachers' practice and students' reading outcomes.

**Keywords:** English reading; qualitative study; teacher competence; technology integration; TPACK

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## INTRODUCTION

Reading is a central component of English learning because students need to construct meaning from written language rather than merely pronounce words. Reading involves visual, cognitive, psycholinguistic, and metacognitive activity (Crawley & Mountain, 2005), and effective reading instruction should therefore help learners connect vocabulary, grammar, prior knowledge, and textual information. Hedgcock and Ferris (2009, pp. 210–216) further describe reading as a means of improving comprehension, automaticity, background knowledge, vocabulary and grammar, productive language skills, confidence, and motivation. Reading also exposes learners to organized ways of expressing ideas and feelings (Anggraini, 2018). In contemporary classrooms, these literacy goals increasingly intersect with digital technology. Teachers are expected not only to understand subject matter and pedagogy but also to select and use technologies that support learning. The growing presence of technology in education has expanded access to instructional resources and professional learning, while also requiring teachers to adapt their practices (Zhang, 2022). These expectations are consistent with the broader emphasis on technology and other twenty-first-century skills in teaching and learning (Larson &

Miller, 2012). Consequently, teachers' capacity to connect content, pedagogy, and technology is an important condition for designing meaningful reading instruction.

The practical challenge is that access to technology does not automatically lead to effective integration. Earlier studies showed that computers were often used for basic practice, while applications requiring analytical thinking and problem solving were less common (Becker, 1999; Hart et al., 2002). Professional development is therefore important because teachers need opportunities to learn how technology can be connected to instructional goals rather than treated as an additional tool (Lawless & Pellegrino, 2007). Teacher beliefs and professional understanding can also influence how teachers respond to changing instructional demands (Tajeddin & Rezanejad, 2018). Similar concerns appear in English learning. Students may struggle with pronunciation, unfamiliar vocabulary, and comprehension, while school resources, teacher quality, and attendance can also influence learning conditions (Roinah, 2019). Audio and digital reading resources can support learners who need additional assistance; Jansen (2019), for example, reported that audio-supported e-reading helped reluctant readers engage with texts and pronunciation. At MTs Ulil Albab NW Gegek, the present study describes the use of audio and video in reading lessons, but it also indicates that technology use differs across teachers. This variation makes the school an important context for examining whether technology is being integrated with pedagogy and English reading content in a coherent way.

Technological Pedagogical Content Knowledge (TPACK) provides a framework for examining this issue. Shulman (1986, 1987) introduced pedagogical content knowledge to explain the specialized knowledge teachers use to transform subject matter for learners. Mishra and Koehler (2006) extended this perspective by explicitly incorporating technology and describing the interaction among content knowledge (CK), pedagogical knowledge (PK), technological knowledge (TK), pedagogical content knowledge (PCK), technological pedagogical knowledge (TPK), technological content knowledge (TCK), and the integrated domain of TPACK. The framework has since been used to discuss the knowledge teachers require for technology-supported instruction (Abbitt, 2011; Brantley-Dias & Ertmer, 2013; Chai et al., 2011). However, the present study shows a local gap between the conceptual importance of TPACK and its classroom implementation. Some teachers appear able to connect technology with reading materials, whereas another teacher relies on conventional instruction without technological support. The novelty of the present study lies in describing this teacher-level variation within one madrasah and specifically within English reading instruction, rather than discussing technology integration only as a general teacher competency. The comparison across teachers responsible for grades VII, VIII, and IX provides a focused account of how TPACK is enacted differently within the same school context.

Accordingly, this study aims to describe the implementation of TPACK in English reading instruction at MTs Ulil Albab NW Gegek and to identify differences in the TPACK-related practices of teachers responsible for grades VII, VIII, and IX. The analysis focuses on how teachers connect technological knowledge, pedagogical knowledge, and content knowledge when planning and conducting reading lessons. Particular attention is given to the use of digital media such as audio and video, the relationship between technology and reading materials, and the extent to which teachers can integrate technology into classroom practice. The study also considers contextual constraints identified in the study, including differences in teacher

technological competence and the availability of school technology. Reading is treated as meaning-focused English learning that requires comprehension, vocabulary and grammar knowledge, and support for pronunciation and engagement. Intensive reading is also relevant because it encourages careful attention to textual information and meaning (Anggraini, 2024; Fazeli, 2010). By examining these dimensions qualitatively, the study seeks to provide a school-level picture of TPACK implementation and to identify areas where professional development may be needed to strengthen technology-supported reading instruction.

## **METHOD**

### **Research Design**

This study used a descriptive qualitative approach to examine how TPACK was implemented in English reading instruction at MTs Ulil Albab NW Gegek. The qualitative design was used because the study sought to describe teachers' knowledge and classroom practices rather than test an intervention or estimate a statistical effect. The analysis focused on the relationship among technological knowledge, pedagogical knowledge, and English content knowledge as reflected in teachers' accounts and observed instructional practices. The school served as the research setting, and the study concentrated on reading instruction. Data were gathered through interviews, observations, and documentation, allowing the researcher to examine the phenomenon from more than one source and to describe how individual teachers used, or did not use, technology when teaching reading.

### **Participants and Research Setting**

The study focused on English teachers at MTs Ulil Albab NW Gegek who were responsible for grades VII, VIII, and IX. These grade-level teaching responsibilities formed the basis for the comparison presented in the findings. The teachers were examined in relation to their knowledge and use of technology, pedagogy, and English reading content. The study emphasized teacher practice rather than student achievement, so the primary evidence concerned how teachers prepared materials, selected learning media, and conducted reading activities. The three grade levels were analyzed separately to identify similarities and differences in the implementation of TPACK within the same school context.

### **Instruments and Data Collection Procedure**

Data were collected through interviews, classroom observations, and documentation. The interview guideline was used to obtain information about teachers' understanding and use of TPACK in reading lessons. Observations were used to obtain direct information about instructional practices, including the use of technological media and the relationship between technology and the reading material. Documentation was used to collect information about the research setting and documents related to teachers' TPACK practices. To strengthen the credibility of the data, the study applied source triangulation by checking information obtained from several sources. The combined use of interviews, observations, and documentation provided complementary evidence about how technology was integrated into English reading instruction.

### **Data Analysis**

The qualitative data were analyzed through data reduction, data presentation, and verification. Data reduction involved selecting information relevant to teachers'

implementation of technology, pedagogy, and English reading content. The reduced information was then organized by grade-level teacher and interpreted using the TPACK domains described in the theoretical framework. Data presentation emphasized recurring patterns, including the kinds of technology used, the relationship between technology and the reading material, and differences among teachers in their ability to integrate technology. Verification involved checking the consistency of interpretations across interview, observation, and documentation data through source triangulation. The analysis was descriptive and did not involve inferential statistical testing. To provide a clear overview of the research procedure, Figure 1 summarizes the methodological sequence of the study, including the research design, focus of analysis, participants and setting, data collection, data analysis, and expected outcome within the TPACK framework.

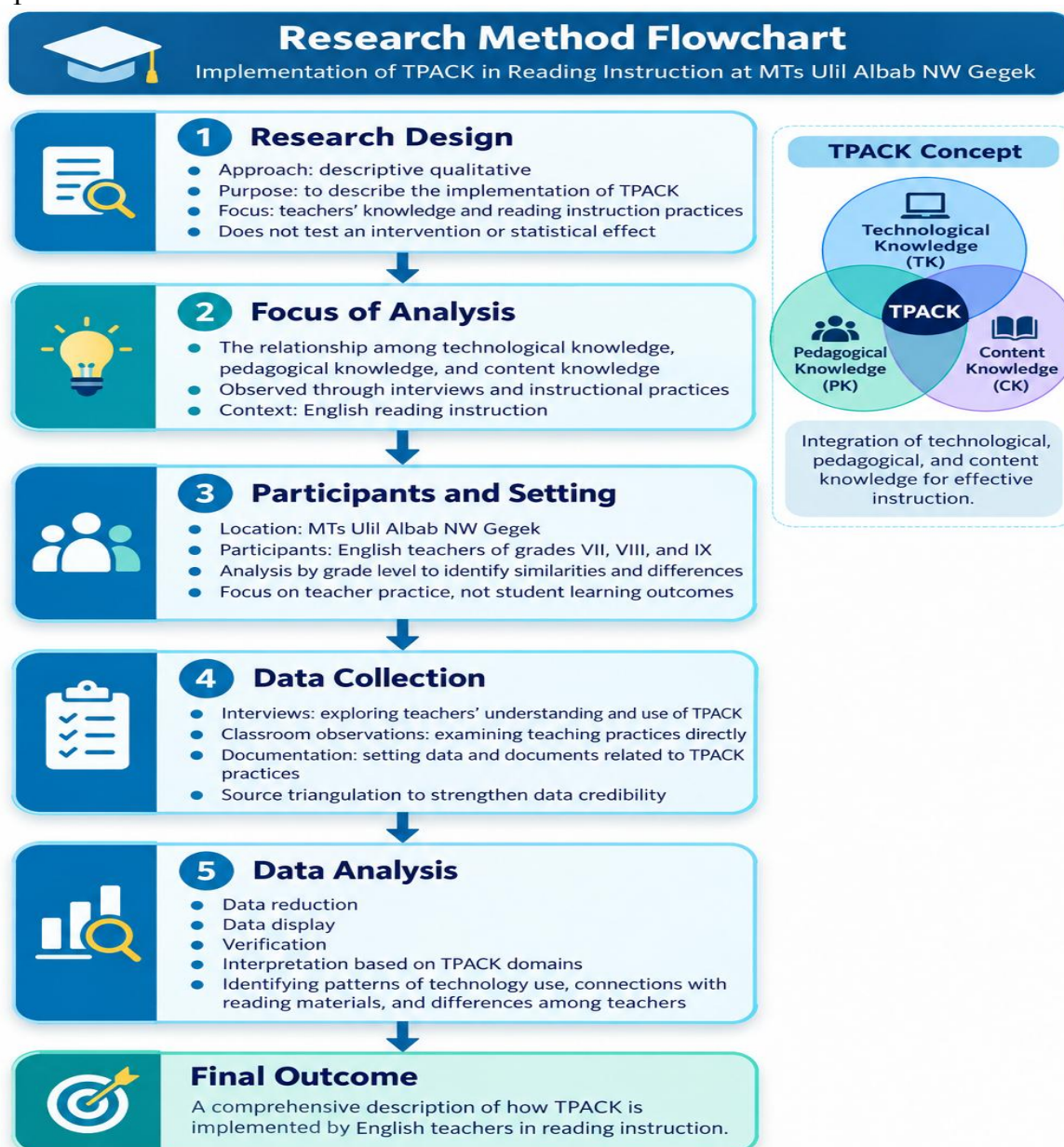


**Figure 1.** Research procedure and analytical framework for examining TPACK implementation in English reading instruction at MTs Ulil Albab NW Gegek.

## RESULTS AND DISCUSSION

### Overall TPACK Implementation

The findings show that TPACK implementation in English reading instruction at MTs Ulil Albab NW Gegek was uneven and, overall, remained at a moderate level. Technology-supported reading was implemented by the teachers responsible for grades VII and VIII, whereas the grade IX teacher relied mainly on conventional instruction. The difference was not simply whether a device was present in the classroom; it reflected whether the teacher could connect technological resources with the reading material and the instructional process. Across the interviews and observations, technology was described as useful for locating materials, presenting content, playing English audio, and showing videos that model pronunciation and reading. At the same time, the findings indicate that the school's technology availability and teachers' technological competence limited more consistent implementation. Table 1 summarizes the grade-level pattern reported in the findings and shows that the strongest use of technology occurred where teachers were able to relate the tool directly to the content and learning activity.

**Table 1.** Summary of TPACK implementation by grade-level teacher

| Grade | TPACK profile                  | Technology used             | Main finding                                                                                  |
|-------|--------------------------------|-----------------------------|-----------------------------------------------------------------------------------------------|
| VII   | Good                           | Digital/technological media | Connected reading materials with technology before and during instruction.                    |
| VIII  | Good / substantial             | Audio and video             | Used media to support listening, pronunciation, and reading activities.                       |
| IX    | Limited technology integration | None reported               | Relied on conventional instruction; PK and CK were present but technology was not integrated. |

This pattern is consistent with the central argument of the TPACK framework: effective technology integration depends on the interaction of technology, pedagogy, and content rather than on technological knowledge alone (Mishra & Koehler, 2006). Abbitt (2011) similarly emphasizes that TPACK is intended to capture the combined knowledge required for technology-supported teaching. The variation among teachers in the same school also supports the view that professional development is important for helping educators move from basic technology use toward instructionally meaningful integration (Lawless & Pellegrino, 2007). In reading lessons, this distinction matters because digital resources can support pronunciation, vocabulary, comprehension, and engagement only when the resource is selected for a clear pedagogical purpose. The findings therefore suggest that improving TPACK at MTs Ulil Albab NW Gegek requires attention to both teacher capacity and the availability of appropriate technologies, not merely the introduction of additional devices.

### TPACK Practice of the Grade VII Teacher

The grade VII teacher demonstrated a comparatively good level of TPACK. The findings show evidence of content knowledge (CK), pedagogical knowledge (PK), pedagogical content knowledge (PCK), technological knowledge (TK), and an ability to combine reading materials with technology. Before instruction, the teacher used technological media to search for or prepare materials that would be discussed during the lesson. During reading instruction, technology was used as a supporting medium rather than as a separate activity. The teacher also described technology as making it

easier for both teachers and students to access and communicate learning information. This practice indicates that technology selection was related to the content of the lesson and to the way the material was presented. In TPACK terms, the teacher's strength was therefore not limited to operating technology; it was visible in the connection between the technology, the English reading material, and the learning process.

The grade VII pattern illustrates why the integration among knowledge domains is more important than isolated technical skill. Mishra and Koehler (2006) argue that teachers need to understand how technologies can represent subject matter and support specific pedagogical strategies. Brantley-Dias and Ertmer (2013) likewise caution against treating TPACK as a simple collection of separate competencies. In the present setting, the grade VII teacher's use of technology to obtain and present reading materials shows a practical connection between TK, CK, and PK. This connection may help create more accessible reading experiences, particularly when learners need additional support to understand English texts. It also reflects the broader expectation that teachers should adapt to technology-rich learning environments and continue developing professionally (Zhang, 2022). Nevertheless, the evidence remains descriptive; the study did not measure student reading outcomes, so the finding should be interpreted as evidence of teacher implementation rather than proof of learning effectiveness.

### **TPACK Practice of the Grade VIII Teacher**

The grade VIII teacher also demonstrated substantial TPACK-related practice, with the findings indicating technological knowledge (TK), pedagogical knowledge (PK), content knowledge (CK), and technological content knowledge (TCK). The teacher used audio as a principal medium in reading instruction and also referred to video as a resource for supporting English pronunciation and reading. Audio was played for students so that they could listen to English language models while developing their reading ability. The teacher selected the technology in relation to the material being taught, which indicates that the resource was intended to address a specific learning need rather than to serve as an unrelated classroom activity. The teacher's initiative was especially relevant because students were described as not yet fluent readers. The use of audio and video was therefore directed toward helping students recognize pronunciation and better understand how English texts are read.

The grade VIII finding has support in the literature on multimodal reading. Jansen (2019) found that combining e-reading with audio could increase reluctant readers' interest and provide support for pronunciation, while audio tools can also help learners engage with unfamiliar words. In the present study, the grade VIII teacher used audio for a similar instructional purpose: to give students an additional model that could complement printed text. This practice can be understood through TCK and TPK because the teacher connected a technological format with English reading content and a pedagogical need. Chai et al. (2011) describe TPACK as knowledge that enables teachers to use information and communication technology meaningfully in learning. The finding also aligns with Hidayati (2019) and Anggraini (2024), who emphasize the need for appropriate strategies and materials to support reading comprehension. The evidence suggests that audio and video can be productive components of reading instruction when they are aligned with the lesson objective and students' needs.

### **TPACK Practice of the Grade IX Teacher**

A different pattern emerged for the grade IX teacher. Based on the interview data reported in the study, technology was not used in reading instruction. The teacher prioritized conventional learning methods and demonstrated pedagogical knowledge (PK) and content knowledge (CK), but did not show the same capacity to connect technology with the reading lesson. This finding is important because it shows that TPACK implementation was not consistent across grade levels within the same school. The absence of technology did not mean that teaching lacked pedagogy or subject-matter knowledge; rather, it indicated a gap in the technological dimension and in the integration of technology with pedagogy and content. The grade IX case therefore helps explain why the overall implementation of TPACK at MTs Ulil Albab NW Gegek was described as not yet optimal, despite stronger practices among the grade VII and VIII teachers.

The grade IX result reinforces the distinction between general teaching competence and technology-integrated teaching competence. TPACK assumes that effective digital instruction requires teachers to understand not only content and pedagogy but also the affordances and limitations of technologies for particular learning goals (Mishra & Koehler, 2006). When teachers have limited technological knowledge or limited opportunity to use appropriate resources, technology may remain peripheral to instruction. Lawless and Pellegrino (2007) argue that professional development should help teachers learn new technologies in ways that are connected to content and classroom practice. The present study therefore supports the need for targeted professional learning at MTs Ulil Albab NW Gegek. Such support should focus on practical reading activities – such as selecting audio or video, linking media to comprehension goals, and adapting materials to learner needs – while also addressing the school-level availability of technology identified in the study.

### **CONCLUSION**

The study shows that TPACK implementation in English reading instruction at MTs Ulil Albab NW Gegek was uneven and had not yet reached an optimal level across teachers. The grade VII and VIII teachers were able to integrate technology into reading instruction, including the use of digital materials, audio, and video, while the grade IX teacher relied mainly on conventional instruction and did not integrate technology into reading activities. These findings indicate that teachers differ in their ability to connect technological knowledge with pedagogical and content knowledge. The study therefore supports the view that effective TPACK requires more than access to devices; teachers also need the knowledge and confidence to select technologies that serve specific reading objectives. Within the limits of this qualitative school-based study, the main contribution is a grade-level description of how technology integration varies among English teachers working in the same institutional context.

### **RECOMMENDATION**

The school should strengthen teachers' TPACK through sustained professional development that is directly connected to English reading instruction. Workshops can focus on practical activities such as selecting appropriate audio and video resources, matching digital media with reading objectives, and designing lessons that integrate technology, pedagogy, and content. The school should also improve access to suitable technological resources so that teachers who are willing to integrate technology can

do so consistently. Future research should examine the effect of targeted TPACK training on teachers' classroom practice and on students' reading comprehension, motivation, and engagement. Studies involving more teachers, additional schools, and clearer indicators of each TPACK domain would also provide stronger evidence about the conditions that support effective technology integration.

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