Exploring Nursing Students' Perception on Online Class with the Implementation of TPACK Framework within Task-based Language Teaching

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ABSTRACT

The purpose of this study is to explore nursing students' perceptions of the use of the TPACK Framework within Task-based Language Teaching in an online class. The study employed a one-shot survey design. The participants of this study were 40 undergraduate nursing students at the nursing study program Poltekes Solok, West Sumatera. To avoid teacher-centered learning, this study implemented the TPACK Framework within Task-based Language Teaching, which has the potential to modify the way students learn. The questionnaire was delivered to the students using Google forms after the online learning activities were completed. The questionnaire was statistically analyzed using descriptive statistics such as frequency and percentage. The findings showed that most nursing students had positive perceptions of the use of the TPACK Framework within Task-based Language Teaching in online classes. Thus, incorporating the TPACK Framework into Task-based Language Teaching may become one of the potential methods of teaching English for nursing in an online class.

Keywords: TPACK Framework, Task-based Language Teaching, Nursing students' perception, Online class.

INTRODUCTION

COVID-19 had a very significant impact on changing learning patterns from face-to-face to online classes. This significant change also affects teachers and students participating in the learning process, which were initially accustomed to being used to face-to-face and interacting together in distance learning by utilizing technology as the main tool that facilitates learning. This significant change, of course, raises several issues for students. They must be able to learn independently with less interaction with the teacher, be able to use technology well, and adapt to

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the online learning environment that is significantly more complex than face-to-face learning.

This situation is also experienced by nursing students in learning English. Nursing students who are accustomed to face-to-face learning, practice, and simulation in the field of nursing in the classroom, must be familiar with online learning patterns, where there will be a significant difference due to the lack of interaction and face-to-face with lecturers, as well as their readiness to learn independently with Technology. This is also supported by various research results that describe the difficulties faced by nursing students during online learning. Bdair (2021) described several nursing students' difficulties with online learning. First, there is a lack of expertise in the use of software platforms, as well as a lack of training in the use of virtual class learning and platforms. Second, poor internet coverage and connection loss, particularly in remote areas. Third, ineffective to teach students practical and hands-on skills. Fourth, lack of a standardized platform used during online teaching. Finally, lack of students' engagement with one another and with the lecturer. Similarly, Suliman, Abu-Moghlib, Khalaf, Zumot, and Nabolsi (2021) mention some obstacles encountered by nursing students during online classes, such as getting confused by e-technology and self-study, as well as the inadequacy of online learning in meeting the educational outcomes of clinical courses.

Furthermore, the online learning environment has presented significant difficulties for nursing students in Indonesia. According to Pramana, Handayani, Raharjo, and Rahayu (2022), after the shift in the remote learning method in various campuses in Indonesia, students found it difficult to grasp the lecturer's material owing to a lack of concentration and interaction in the lecture process. As a result, both of these factors contributed to a lack of effectiveness in the learning process. Tanjung & Utomo (2021) add some obstacles faced by nursing students toward online learning, which are (1) the difficulty of engaging ideally in online learning mode due to high demand for internet connections, poor network coverage, and frequent regional power failures; (2) the need of lecturers' feedback in developing student-lecturer interaction to recognize the achievement of indicators and increase language skills; and (3) scheduling discrepancy in the online class and assignment submission timetable. Moreover, Haryanti, Nuraini, Sukartini, Hidayati, Nursalam, Arofiati, Purwati, Nursanti, Prabawati, Trisyani, and Hadi (2022) add that Learning objectives only address the cognitive aspect, not all competency achievements can be accomplished through online learning, and the problems of virtual reality for clinical skills. Finally, PH, Iqmah, and Mulyani (2019) reported some of the students' difficulties; (1) a lot of university assignments, (2) difficulties comprehending the lecturer's explanation of the content, (3) having no field experience and can only use online practice with restricted tools, (4) creating videos as part of the

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online teaching and learning process, (5) do not have an inadequate internet network, (6) boredom appeared in the online learning process.

To cope with these challenges, learner-centered education and active engagement of students in the classroom are required (Mehta, Hull, Young, and Stoller, 2013). In addition, to overcome the restrictions of college education and to take advantage of current breakthroughs in educational technology (Haerling, 2018), A flexible active learning–based strategy should be applied in healthcare education (Sharma, Lau, Dohery, and Harbutt, 2015). Further, the increased demand for such educational settings has resulted in the emergence of numerous teaching approaches and learning strategies, such as Technological Pedagogical and Content Knowledge (TPACK) framework and task-based language teaching (TBLT).

TPACK is a framework designed by Mishra & Koehler (2006) to account for teachers' ability to integrate technology into the curriculum. TPACK provides the theoretical foundations for rationalizing teachers' knowledge and abilities for integrating technology into education (Bostancıoğlu & Handley, 2018). The framework articulates the relations, interactions, affordances, and restrictions that exist between and among content, pedagogy, and technology (Mishra & Koehler, 2006). It explains the interaction between these three dynamic areas of knowledge and how teachers can use it flexibly in their respective areas of expertise to create an effective learning environment. The framework also allows supporting teachers' decisions to use a specific technology, which should be made in conjunction with considerations about the content (what to teach) and pedagogy (how to teach). Thus, In the TPACK framework, it is argued that successful technology integration for teaching specific material includes recognizing and negotiating the links between pedagogy, content, and technology (Koehler, Mishra, and Cain, 2009).

For the last decade, there has been growing interest in adapting TPACK in nursing curricula to design and deliver courses. For example, (Tai, Pan, and Lee, 2015) applied the framework to create an online collaborative writing training course for nursing students in Southern Taiwan to improve their English writing abilities. The results indicated that following the teaching, students' writing skills increased significantly in all dimensions. Similarly, Levitt, Digger, and Lewis (2016) described the application of TPACK as an online program designed to support graduate nursing education students' technology-based pedagogical skills. The findings concluded that TPACK can positively impact the technology skills of novice nursing faculty.

On another side, the implementation of task-based language teaching into nursing classroom activities is not a new concept. TBLT is a communicative and interactive approach to teaching language (Van den Branden, 2016). TBLT improves language acquisition by giving a rich and thorough exposure to language in use as well as numerous opportunities to use the language to negotiate meaning with others through its three

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primary phases: pre-task, during the task, and post-task (Samuda & Bygate, 2008; Ellis, 2003).

TBLT has been identified as an effective method for increasing ESP learners' communicative abilities in a variety of contexts by emphasizing relevant activities and assignments (Kailani & Murtiningsih, 2019; LI, 2014; Waluyo, 2019). Moreover, since they began realistic and real-world communication activities, this TBLT has helped to increase language students' learning motivation and participation (Mesbah, 2016; Chua & Lin, 2020). Given the research background described above, the combination of TBLT with online learning technologies has been presumed to be a beneficial instructional framework with numerous benefits and full potential (Ziegler, 2016). Several studies have posited that technology enhanced TBLT in terms of nursing course, which has yielded beneficial and interactive ways for the learners in the EFL learning process (Mulyadi, Wijayatiningsih, Singh, and Prastikawati, 2021; Rachayon & Soontornwipast, 2019). Because TBLT principles may be more successfully implemented by educators who are receptive to creative learning, combining online learning technology with TBLT can optimize nursing learning goals.

Therefore, the TPACK framework with TBLT can be used to produce the desired output in learning (Jaafarawi, 2022). To date, little has been done to investigate the students' perception of the implementation of the TPACK framework with TBLT in English for the nursing course for an online class. Therefore, it is necessary to conduct research to describe the implementation of the TPACK framework within Task-based Language Teaching based on online nursing classes. The purpose of this research was to obtain information about the implementation of the TPACK framework within Task-based Language Teaching in the online class with respect to nursing students' perceptions, students' interaction, and learning environment.

METHOD

The kind of research was survey research. This type of research was chosen since the researchers sought to collect data on attitudes and opinions (Ary, Jacobs, Sorensen, and Razavieh, 2010). The researchers used a one-shot survey design to ascertain the present perception of one group at a single point in time (Lodico, Spaulding, and Voegtle, 2006). Therefore, the instrument of this research was a questionnaire, which was used to gather information from groups of persons, and allows the researchers to summarize or quantify their views and opinions on a certain issue (Ary et al., 2010).

The questionnaire comprised remarks on online class activities and the usefulness of TPACK with task-based language teaching in online nursing class. It was created using a Likert Scale, therefore there were five

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responses to each topic (strongly disagree, disagree, neutral, agree, and strongly agree). This study took place in the Nursing Students Study Program in Poltekes Solok, Sumatera Barat, Indonesia. The subject of this research was chosen through purposive sampling because participants were picked based on who possessed crucial expertise or information relevant to the study's objective (Lodico et al., 2006). The subjects of this study were all of the English for nursing class B students at the Nursing students study program at Poltekes Solok in the academic year 2021/2022. The class consisted of 40 students who were in their first semester at college.

In order to collect the data for this research, the questionnaire was distributed at the end of the meeting after implementing the TPACK with task-based language teaching during five meetings. After completing the questionnaire, the students returned it to the researchers. The questionnaires were then analysed by determining the proportion of each Likert Scale factor (Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree). The researchers next sought for noteworthy values, such as the highest or most unexpected numbers. Cronbach's alpha was calculated to measure the consistency of the participants' responses to the questionnaire items. The reliability coefficients were determined to be 0.973.

FINDINGS AND DISCUSSION

Nursing Students' Perception towards TPACK Framework with TBLT in Online Nursing Class

The quantitative results of the research show that nursing students had a positive perception towards TPACK framework with TBLT in online nursing class.

Table 1. The Results of the Students' Responses in Section one

Questionnaire Items	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	*%*	*F*	*%*	*F*	*%*	*F*	*%*	*F*	*%*
1	18	45	21	52.5	1	2.5	0	0	0	0
2	20	50	18	45	2	5	0	0	0	0
3	18	45	21	52.5	1	2.5	0	0	0	0
4	15	37.5	20	50	5	12.5	0	0	0	0
5	23	57.5	17	42.5	0	0	0	0	0	0
6	21	52.5	18	45	1	2.5	0	0	0	0
7	14	35	23	57.5	2	5	1	2.5	0	0
8	19	47.5	19	47.5	1	2.5	1	2.5	0	0
9	24	60	16	40	0	0	0	0	0	0
10	20	50	18	45	1	2.5	1	2.5	0	0

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| 11 | 19 | 47.5 | 18 | 45 | 3 | 7.5 | 0 | 0 | 0 | 0 |
| 12 | 20 | 50 | 18 | 45 | 1 | 2.5 | 1 | 2.5 | 0 | 0 |

Looking at Table 1, the frequency and percentage of each of the Likert scale items were presented. From item number 1, 52.5% of students agreed that lecturers can effectively employ technology during online classes, such as media presentations (e.g., Ms. PowerPoint), Zoom meetings, Google Classroom, and social media; while there were 45% strongly agreed to this. However, there were 2.5% of students who are neutral to this statement.

Statement number 2 is the students' opinion about the lecturer's good understanding of English for the nursing course. 50% of students strongly agreed and 45% of students agreed with this statement that the lecturer has a good understanding of English for the nursing course. However, there were 5% of students who are neutral.

In response to item number 3, 52.5% of students agreed and 45% of students strongly agreed with the statement that the lecturer can meaningfully plan learning activities throughout the course. On the contrary, 2.5% of students show a neutral opinion of this statement. As for the lecturer's ability to create relevant learning resources on statement number 4, 50% of students agreed and 37.5% of students strongly agreed that the lecturer creates relevant learning resources that support students' potential (critical thinking, creative thinking, collaboration, communication).

For statement number 5, students gave their opinion on the lecturer's ability to utilize appropriate technology. 57.5% of students strongly agreed and 42.5% of students agreed that lecturers utilize appropriate technology to create learning materials and to support learning activities, such as Zoom, Google Classroom, YouTube, and Facebook. In addition, most of the students also showed a positive view of statement number 6 concerning on lecturer's ability to develop and share information about effective technology-based learning activities for task completion, with 52.5% of students strongly agreeing and 45% students agreeing with this statement. Only 2.5% of students chose neutral as a reaction to this statement.

In item number 7, 92.5% of students agreed with the classroom doing learning activities through various types of tasks. Only 5% of students are neutral and 2.5% of students disagree with this statement. Similarly, for item 8, the students responded that tasks help them to engage in spontaneous interactions with English for clinical situations, with 95% of students choosing strongly agreed and agreed with the statement.

Statement number 9 is about how the task performances prepare the students for real-world communications in nursing clinical activities. 60% of students strongly agreed with it, while 40% of students agreed

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with the statement. Moreover, most of the students also showed a positive view with statement number 10 that task is a powerful means of facilitating their communication skills in English, with 50% of students strongly agreeing and 45% of students agreeing.

When the students have to state their opinion on item number 11, 47.5% of students strongly agreed and 45% of students agreed that tasks enable them to apply expressions and grammatical patterns that they have learned. On the contrary, only a few students (N=3, 7.5%) are neutral. Lastly, to indicate their satisfaction with the learning method in item number 12, 50% of students chose strongly agree and 45% of students chose to agree. It showed that this learning method enables them to improve their teamwork abilities.

Nursing Students' Perceptions Concerning the Students Interaction
The second section of the questionnaire had six items. Table 2 displays the responses of the students to the questionnaire items.

Table 2. The Results of the Students' Responses in Section two

Questionnaire Items	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	*%*	*F*	*%*	*F*	*%*	*F*	*%*	*F*	*%*
13	19	47.5	19	47.5	2	5	0	0	0	0
14	17	42.5	20	50	3	7.5	0	0	0	0
15	20	50	19	47.5	1	2.5	0	0	0	0
16	18	45	19	47.5	3	7.5	0	0	0	0
17	20	50	20	50	0	0	0	0	0	0
18	16	40	19	47.5	5	12.5	0	0	0	0

From the table above, in response to statement number 13, a total of 19 (47.5%) students answered strongly agree and agree that they have numerous interactions related to the course content with fellow students. Only 2 (5%) students chose to be neutral. The result from the table also indicates that most students get lots of feedback from their classmates with 17 (42.5%) students strongly agreeing and 20 (50%) students agreeing with statement number 14. As for the chance to do the task in a group, 50% (N=20) of students strongly agreed that group activities during class give them chances to interact with their classmates. As for the remaining students, 19 chose to agree and only 1 of them preferred to be neutral. For statement number 16, 19 students advocated agreed that class projects lead to interactions with their classmates. Moreover, 18 of the students choose strongly agree with the statement. Contrariwise, only 3 students chose to be neutral with this statement. The students also showed a positive view with statement number 17 with 50% of students strongly agreeing and agreeing that they can communicate with their classmates about the course content through different electronic means,

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such as email, discussion boards, and instant messaging tools. Finally, 16 students choose strongly agree and 19 students agree to indicate that they can share thoughts or ideas about the lectures and their application with other students during this class.

Nursing Students' Perceptions Concerning the Learning Environment

The third section of the questionnaire concern the students' opinion related to the learning environment given during online class. Table 3 shows the results of the students' responses to the questionnaire items.

Table 3. The Results of the Students' Responses in Section three

Questionnaire Items	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	*%*	*F*	*%*	*F*	*%*	*F*	*%*	*F*	*%*
19	18	45	19	47.5	3	7.5	0	0	0	0
20	18	45	18	45	4	10	0	0	0	0

Table 3 reveals that most learners agree with the items in general and do not disagree significantly. For the first item," The online learning environment makes it easy for me to understand the materials ", 45% (18 students) strongly agreed strongly, 47.5% (19 students) agreed, and 7.5% (3 students) were neutral, and no learners disagreed. The results for item two," The online learning environment provides me with a significant contribution to my studies", 45% (18 students) strongly agreed, 45% (18 students) agreed, 10% (4 students) were neutral, and no learners disagreed.

Given students' perception of TPACK within TBLT, the findings of this study showed that most students had a positive perception of the implementation of the TPACK Framework within task-based language teaching in online classes, which could help them to engage in spontaneous interactions with English for clinical situation, prepare them for real-world communications in nursing clinical activities, facilitate their English communication skill, enable them to apply expressions and grammatical patterns, and enable them to improve their teamwork abilities. Besides that, they also had a positive view that lecturers can effectively employ technology during online classes, create relevant learning resources that support students' potential (critical thinking, creative thinking, collaboration, communication), and develop and share information about effective technology-based learning activities for task completion. These findings are in line with those of Guo & Möllering (2016) and Sholeh & Talebinejad (2022) who found students' positive attitudes to TBLT with certain technology used in an online environment could create a greater achievement on students' ability and may facilitate

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students in language learning effectively. This is because of its emphasis on real-life language through meaningful tasks and it is student-centered (Vellanki & Bandu, 2021). Besides that, the influence of TPACK framework within TBLT in online class presented a variety of creative interactive media that will be more interactive and can develop students' innovation in language learning. The application of TPACK with learning approaches in the classroom can help students to think critically, develop students' collaboration and communication skills, and develop students' creativity in learning (Harits, Sujadi, and Slamet, 2019; Sulistyarini, Joyoatmojo, and Kristiani, 2022). The findings of this study also revealed that the students had good interaction with online content due to numerous chances given to interact with their classmates to accomplish the task. The findings of this study are supported by those of Tavakoli, Lotfi, and Biria (2019) and Guo (2020), Students benefited the most from the synchronous online tasks since they allowed them to practice the language and receive feedback from both language teachers and peers. The results of the study by Guo & Möllering (2016) also shed light on task design to stimulate peer-to-peer interaction to facilitate students' language acquisition. Thus, it confirms that TBLT promoted students' participation and collaboration in learning processes and enabled them to use group work to discuss topics based on the intended criteria (Ellis, Skehan, Li, Shintani, and Lambert, 2019).

Finally, the findings of this study indicated the learning environment provided with this learning method helped gain students' understanding of the materials due to different activities and assignments that could help them improve interaction with the lecturer, content, and their classmates. This is similar to Bao & Du (2015) who mention that TBLT was effective in creating a learning environment that encouraged student engagement and motivation.

CONCLUSION

This study explores nursing students' perceptions of the use of the TPACK Framework within task-based language teaching in an online class. The findings revealed that the majority of nursing students in the online class had good impressions of the usage of the TPACK Framework within task-based language teaching. According to the findings, implementing the TPACK Framework into task-based language teaching might be one of the viable strategies for teaching English to nurses in an online class.

The findings of this study were derived from a specific micro-setting environment and a limited number of participants. The data was acquired from a tiny cohort, and just five online sessions were done and analyzed. As a result of the small-scale investigation, the generalizability of the findings is limited. Furthermore, participants in this study were students of the researcher; hence, the possible influence on classroom

performance and the questionnaire must be considered. Further study should involve more different situations and learners to better understand the most effective usage of TBLT within the TPACK framework and thereby enhance nursing students' teaching and learning.

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