

CHAPTER I

INTRODUCTION

A. Background of Study

The teacher is basically one component in the process of learning that plays a role in the effort to form human resources potential in the development sector. Teachers are an important component of education in realizing educational goals. The teacher also has a very important role in the teaching and learning process to improve the quality of students. Teachers must be equipped with a variety of knowledge and skills for effective teaching. According to Harrison & Killion (2007), the teacher is a noble and meritorious work. This work is responsible for educating people to become great generations and helping them elevate their social, emotional, personal and intellectual. This work is not just about teaching, a pleasant profession not for career purposes, but rather for someone who takes a variety of roles to support the success of schools and students.

Teachers have an important role in education. According to Government Regulation No. 74 (2008), teachers are professional educators with basic commands to teach, educate, lead, manage, train, and evaluate students. Because the teacher, people become educated, noble and honorable because God also places the teacher in a very high status in the Qur'an.

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ
الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

From this verse, it is understood that goodness is a concern for who has learned or knows like a teacher, because he will determine the quality of people in future lives. Then, God encourages us to work hard in learning, in this case, God certainly recommends that all humans always be serious in seeking knowledge to get good quality education.

UIN Antasari Banjarmasin continues to strive to prepare teachers who are competent, qualified and professional. In addition to provide certain skills to pre-service teachers in regular classes, the university also organizes a program called teaching practice (PPL). In its implementation, the program is divided into two teaching practice phases 1 and 2. Teaching practice 1 is conducted in a campus environment where pre-teachers -jabatan practices and rolls over as teacher and student.

Completing the Teaching practice course is one of the majors in pre-service English language teacher requirements at Antasari Islamic University, Banjarmasin before they have a teaching practice program in junior and secondary schools. As a teacher candidate, English language education students need to attend a teacher training program as part of pre-service. The program aims to give students valuable experience about how to teach students directly. The teaching experience is very important to improve teaching practice and professional teacher preparation.

According to Borg (2011), teachers get knowledge from formal and informal education experiences. Most formal education experiences are obtained from teacher education programs that have an impact on the teacher's trust that they can practice in their teaching. The teacher's knowledge involves various fields of knowledge such as content knowledge, pedagogical and pedagogical knowledge of the content of knowledge needed to teach. The teacher education program must provide opportunities for increasing professional knowledge and skills for pre-service teachers. The factor analysis revealed that teacher knowledge can be explained by five knowledge domains: by five domains of knowledge: Pedagogical Knowledge, Pedagogical Content Knowledge, Knowledge Curriculum, Student Knowledge and Knowledge Content. In these five domains, researchers here only focus on the Pedagogical Content Knowledge.

According to Shulman in Anwar, Rustaman, Widodo, & Redjeki (2016) states that educators must have strong pedagogical content knowledge in order to become the best educators. Pedagogical Content Knowledge is knowledge about matter and how to teach it or a mixture of content and pedagogy that forms a knowledge of how a topic, problem, or issues are organized and represented based on the learner's abilities. The pedagogical content knowledge component consists of knowledge of learning material, general pedagogic knowledge, curriculum knowledge, knowledge of pedagogical content, knowledge of students and their characteristics, knowledge of learning contexts, and knowledge of learning goals, values and philosophies. Professional educators are expected to have strong pedagogical content knowledge and skills and must also have the ability to implement the knowledge they have for everyday life. As well as having the ability to instill the basic values of character development, so as to form a generation that has the potential and noble character.

Pedagogical Content Knowledge is very important for an educator to create meaningful learning for his students. So far the knowledge of Pedagogical Content Knowledge in prospective teachers is still lacking, even though to become a professional teacher must have good Pedagogical Content Knowledge. If a prospective teacher has not been able to understand the knowledge of pedagogical content knowledge properly it will produce prospective teachers who are also less professional. The researcher took place SMK Bina Banua and SMP Nadhatul Ulama as the location for the research based on the pre-observation the researcher has done in the schools and thinks it is eligible to be a place of this study because most of pre-service English teachers and English teachers knew about pedagogical content knowledge.

Based on the description above, the researcher is interested in conducting research about Pedagogical Content Knowledge. The focus of research in this study is the perceptions

of pre-service and English teachers about Pedagogical Content Knowledge. The researcher limit the scope of the study this research in two schools they are SMK Bina Banua and SMP NU Banjarmasin, and also eight pre-service student of English department who take teaching practice two in SMK Bina Banua and SMP NU. The researcher is interested in raising the issue with title "**Pre-Service Teaching Practice Students' Perception of Pedagogical Content Knowledge of English Department.**"

B. Research Questions

Based on previous eplanation, the research suitable with statament of problem. This research conduct is to find out :

1. What is the pre-service English teachers' perception about their pedagogical content knowledge?
2. What is the teachers' perception about pedagogical content knowledge of pre-service English teachers ?
3. Is there any differences between the pre-service English teachers and the teachers perception about pedagogical content knowledge ?

C. Objective of Research

Based on the research question above, the objective of the study are

1. To find out the pre-service English teachers' perception about their pedagogical content knowledge
2. To find out the English teachers' perception about pedagogical content knowledge of Pre-service English teachers

3. To find out the different perception between pre-service English teachers and English teachers about pedagogical content knowledge.

E. Significant of Research

Theoretically, it is expected that the result of this research could enrich knowledge that related in Pre-service about Pedagogical Content Knowledge. Practically, there are some advantages follow :

1. Enriching of write's knowledge and experience in this spesific research.
2. Giving valuable contribution for all English students to improve the teaching and learning process
3. Giving valuable refence for further reseaches who are interested to conduct a study on relevant field

F. Definition of Key Terms

To avoid the readers' misinterpretation of this study, it is necessary to define the terms of this study as follows :

1. Pre-service English teachers

This is called as teacher candidates, this term is used to describe student teachers who are enrolled in a teacher preparation program and working toward teacher certification. They are English pre-service English teachers of UIN Antasari Banjarmasin that complete survised field-based teaching experiences with the support and mentorship of the university faculty. They take micro teaching in SMK Bina Banua and SMP Nadhatul Ulama Banjarmasin.

2. Perception

The way of students seeing or understanding about a teacher or pre-service teachers' knowledge in teaching practice. In this study, the perception that is explored is the pre-service English teachers and teachers perception about pedagogical content knowledge.

3. Pedagogical Content Knowledge

PCK can be interpreted as a description of how a teacher teaches a subject by accessing what he knows about the subject matter, what he knows about the lesson he teaches, what he knows about the curriculum related to the subject and what he believes to be a good way of teaching. Shulman (1987) said that Pedagogical content knowledge consist of 7 components namely knowledge of learning material, general pedagogic knowledge, curriculum knowledge, knowledge of pedagogical content, student knowledge and characteristics, knowledge of learning contexts, and knowledge of the purpose, values and philosophy of learning .