

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

There are three research questions that have to be answered in this research. The first is about the pre-service perception about their pedagogical content knowledge. The second is about the teacher perception about pedagogical content knowledge. The third is about different perception between students and teachers about the pedagogical content knowledge. In this section the researchers will describe the result of the data obtained by researcher while conducted the research. Researcher conducted the research on eight pre-service English teachers and four teachers in SMK Bina Banua and SMP Nadhatul Ulama Banjarmasin.

1. Pre-Service Student Perception on their Pedagogical Content Knowledge.

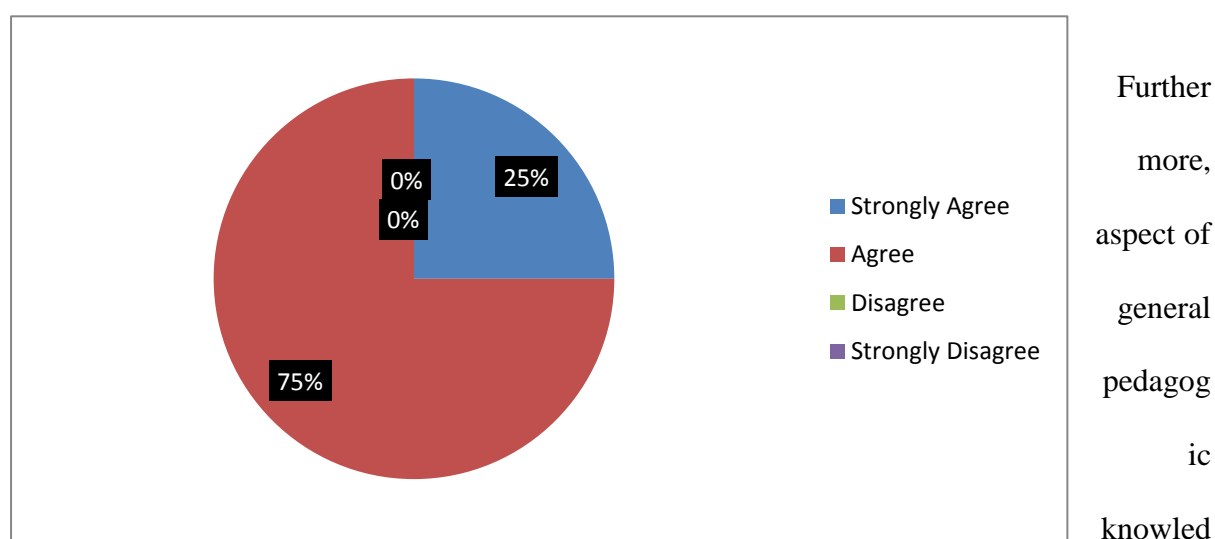
In collecting data in this section the researcher used questionnaires, observation, and interview. The researcher conducted the questionnaire for 2 days, observation for 3 weeks and interview for 1 weeks to see whether the perception of pre-service English teachers is consistent with the facts in the field. Researcher conducted the questionnaire, observation and interview in SMK Bina Banua Banjarmasin and SMP Nadhatul Ulama Banjarmasin. The researcher also took several picture when the pre-service English teachers do the learning. Detail of the observation and interview process conducted by the researcher from teaching and learning process in SMK Bina Banua and SMP Nadhatul Ulama Banjarmasin can be (*See appendix*).

For the first the researcher used questionnaire to got the data. Through this questionnaire that had been distributed to the eight pre-service English teachers, the researcher used google form to shared this questionnaire to pre-service English teachers. The researcher found the results that in broad outline most of pre-service English teachers already

knew and used the seven aspects of pedagogical content knowledge while they were teaching.

The result of the questionnaire were filled by eight pre-service English teachers, in aspect knowledge of learning material the questionnaire number 1 and 2 (*see in appendix I*), the researcher found that 25% pre-service English teachers answered strongly agree, 75% agree, 0% disagree and 0% answered strongly disagree. Based on the result it could be said that more than 90% pre-service English teachers understood and used aspect knowledge of learning material because they could analyze material based on the level of difficulty when they taught. Then, most of pre-service English teachers understood about what they taught.

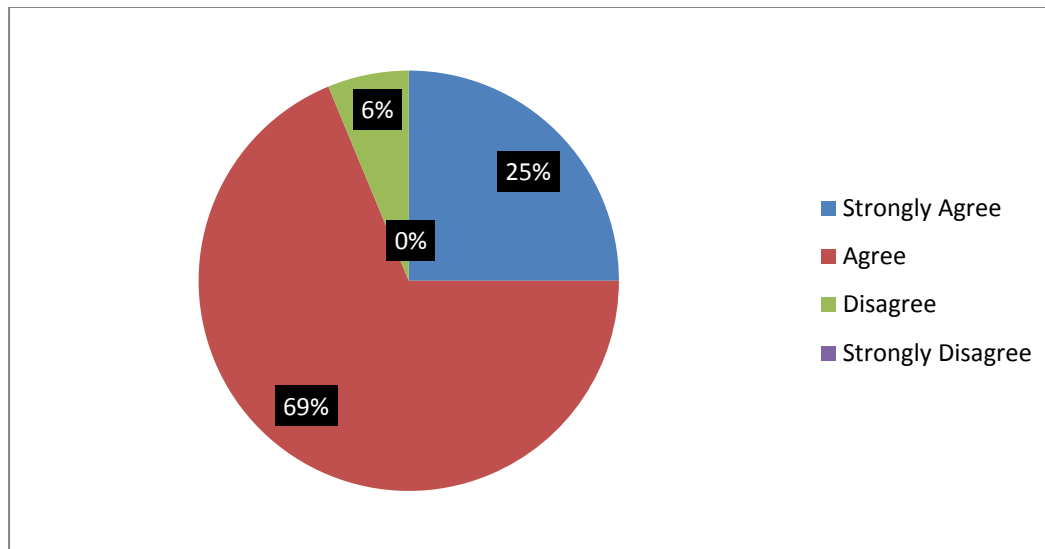
Figure 4.1 Percentage of Pre-service English teachers' perception of Knowledge of Learning Material Aspect.



ge, the researcher found results that in broad outline students already understood and used about general pedagogic knowledge aspect when they taught. The result of the questionnaire were filled by eight pre-service English teachers, general pedagogic knowledge aspect the questionnaire number 3 and 4 (*see in appendix I*), researcher found that 25% pre-service English teachers answered strongly agree, 69% agree, 6% disagree and 0% answered strongly disagree. Based on the result it could be said that more than 90% pre-service English teachers used and understood aspect of general pedagogic knowledge when they taught in teaching

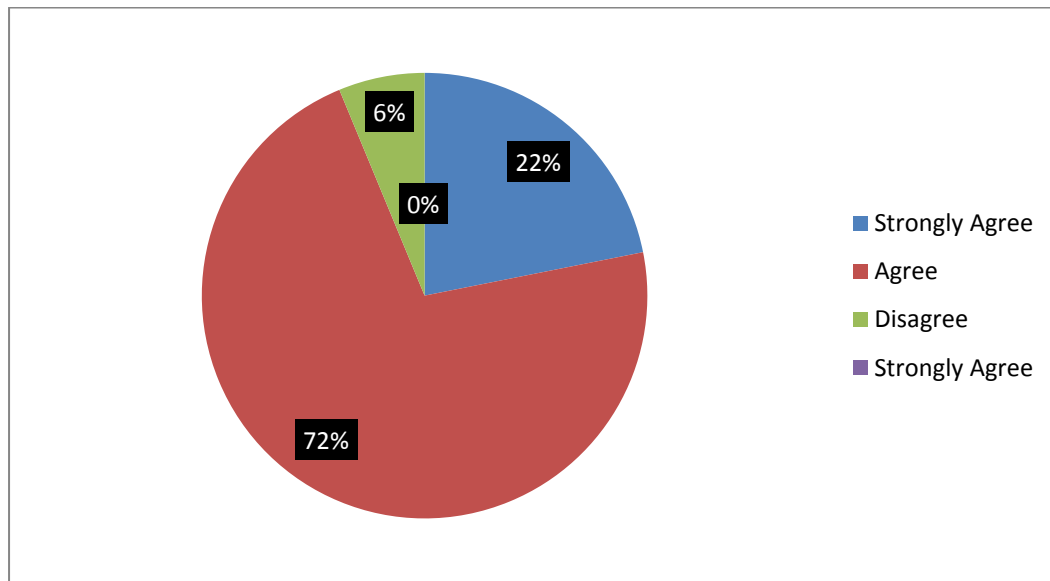
practice two, because most of them understood various learning theories and the principles of learning educate related to the subjects they taught. Only some of them did not know and understood about it. Then, most of them apply various approaches, strategies, methods and learning techniques that educate creatively when they taught.

Figure 4.2 Percentage of Pre-service English teachers' perception of General Pedagogic knowledge Aspect



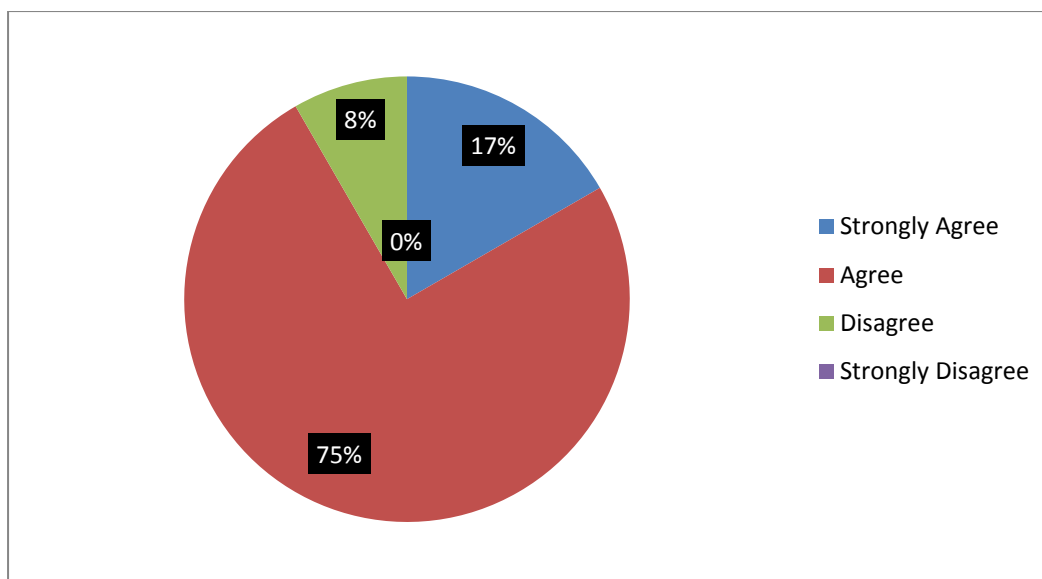
Next is aspect knowledge of curriculum, researcher has found results that in broad outline students already understood and used knowledge of curriculum while they were teaching. The result of the questionnaire were filled by eight pre-service English teachers, in knowledge of curriculum aspect the questionnaire number 5,6 and 7 (see in appendix I) researcher found that 22% pre-service English teachers answered strongly agree, 72% agree, 6% disagree and 0% answered strongly disagree. Based on the result it could be said that more than 90% pre-service English teachers used and understood aspect of knowledge of curriculum when they taught. Because most of pre-service English teachers knew and understood about the principles of curriculum development only some of them did not know about it. Then, researcher also found most of pre-service English teachers always determine the learning objectives before they taught so when they taught they are knew what topic would be taught.

Figure 4.3 Percentage of Pre-service English teachers' Perception of Knowledge of Curriculum Aspect



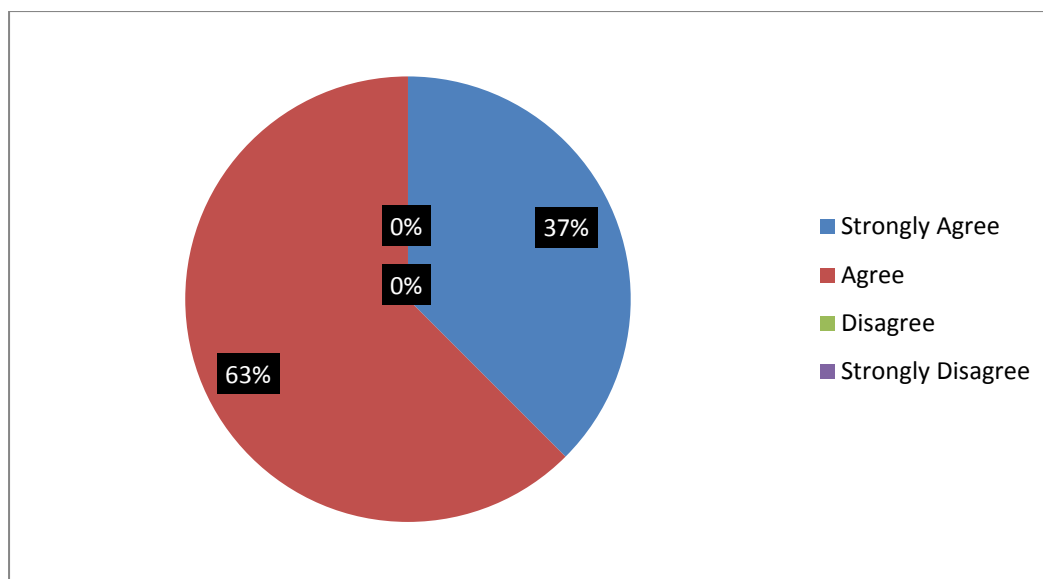
Next is aspect knowledge of pedagogical content , researcher has found results that in broad outline students already understood and used about aspect knowledge of pedagogical content when they taught. The result of the questionnaire were filled by eight pre-service English teachers, in aspect knowledge of pedagogical content the questionnaire number 8,9,10,11 and 12 (see in appendix I) , researcher found that 17% pre-service English teachers answered strongly agree, 75% agree, 8% disagree and 0% answered strongly disagree. Based on the result it could be said that more than 90% pre-service English teachers used and understood aspect knowledge of pedagogical content when they taught. Most of pre-service English teachers knew and understood the principles of educational learning design, develop learning design components, set a complete lesson plan, carry out learning educates in the classroom, and used some various media when they taught.

Figure 4.4 Percentage of Pre-service English teachers' Perception in Aspect Knowledge of Pedagogical Content



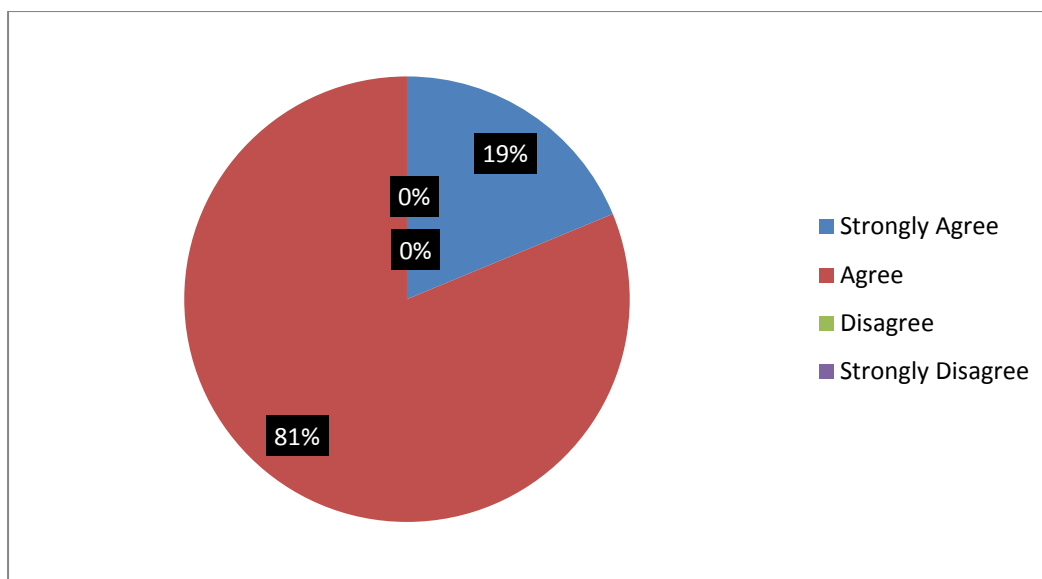
Furthermore for aspect knowledge of students and their characteristics, researcher has found results that in broad outline students already understood and used about aspect knowledge of students and their characteristics when they taught. The result of the questionnaire were filled by eight pre-service English teachers, in aspect knowledge of students the questionnaire number 13,14,15,16 and 17(see in appendix I), the researcher found that 25% pre-service English teachers answered strongly agree, 69% agree, 6% disagree and 0% answered strongly disagree. Based on the result it could be said that more than 90% pre-service English teachers used and understood about knowledge of students and their characteristics when they taught in teaching practice, because they could identify learning difficulties of students. Then, most of pre-service English teachers understood about the characteristics their students.

Figure 4.5 Percentage of Pre-service English teachers' Perception in Aspect Knowledge of Students and Their Characteristics



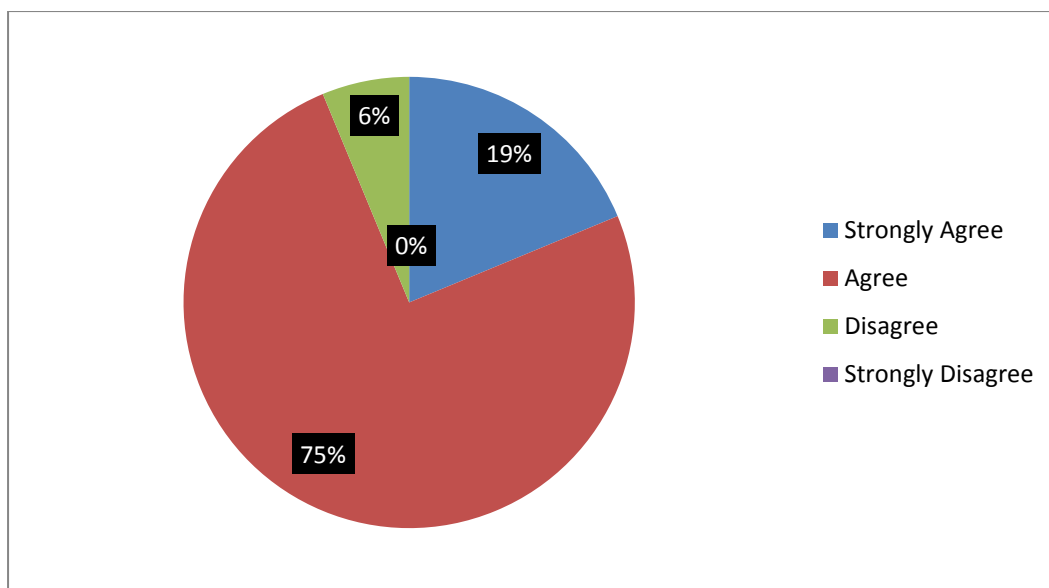
Next is aspect knowledge of the learning context. The result of the questionnaire were filled by eight pre-service English teachers, in aspect knowledge of learning context the questionnaire number 18 and 19(see in appendix I), the researcher found that 19% pre-service English teachers answered strongly agree, 81% agree, 0% disagree and 0% answered strongly disagree. Based on the result it could be said that more than 90% pre-service English teachers used and understood knowledge of the learning context when they taught in teaching practice, because most of pre-service English teachers could provide various learning activities when they taught to encourage their students to achieve achievements optimally. They usually used game to made their students more active and made their students enjoy the learning and teaching procces. Then, most of pre-service English teachers could provided various learning activities to actualize the potential of students, including their creativity.

Figure 4.6 Percentage of Pre-service English teachers' Perception in Aspect Knowledge of the learning context



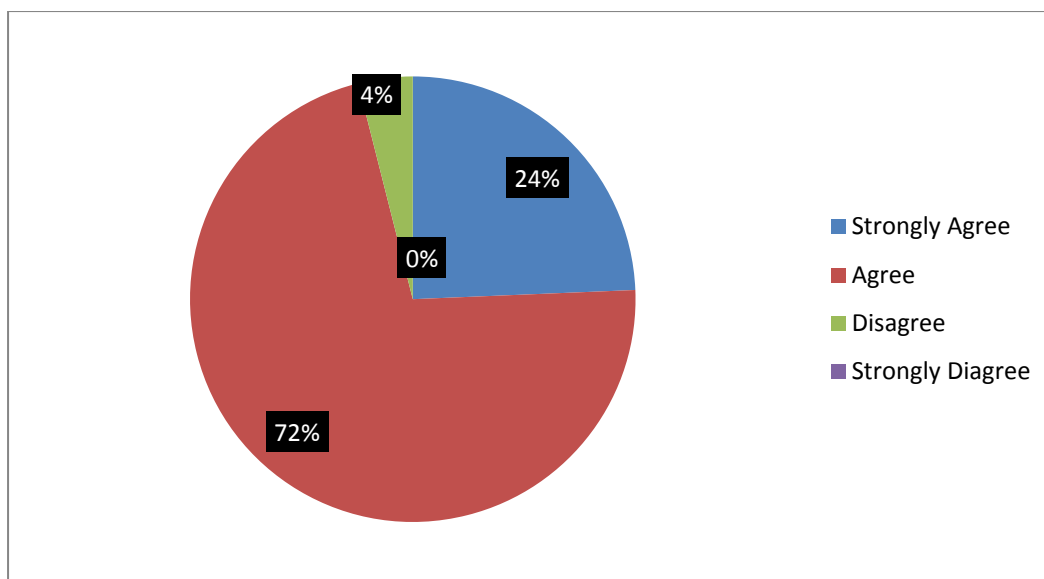
The last aspect is knowledge of the purpose, values, and philosophy of learning. The result of the questionnaire was filled by eight pre-service English teachers, in aspect knowledge of the purpose, values, and philosophy of learning the questionnaire number 18 and 19(see in appendix I), the researcher found that 19% pre-service English teachers answered strongly agree, 75% agree, 6% disagree and 0% answered strongly disagree. Based on the result it could be said that more than 90% pre-service English teachers used and understood knowledge of the purpose, values, and philosophy of learning when they taught in micro-teaching two, because they could develop learning design components when they taught. Then they always organize the implementation of systematic learning activities when they taught.

Figure 4.7 Percentage of Pre-service English teachers' Perception in Aspect Knowledge of The Purpose, Values and Philosophy of Learning



It could be concluded from the questionnaire conducted by researcher on eight students, most of pre-service English teachers have known and used about seven aspects of pedagogical content knowledge in their class when they taught in micro-teaching two. The researcher found that average from 18 questionnaires that teachers gave the pre-service English teachers, researchers found that 24% pre-service English teachers answered strongly agree, 72% agree, 4% disagree and 0% answered strongly disagree. Based on the result it could be said that more than 90% of students have known and used the seven aspects of pedagogical content knowledge when they were teaching in micro-teaching two. It could be said that most of pre-service English teachers as teachers are professional teachers because they could mastered 7 aspects of pedagogical content knowledge. Although, some pre-service English teachers are still less in some indicators.

Figure 4.8 Percentage of Average of Pre-service English teachers' Perception about their Pedagogical Content Knowledge



In addition, the researcher also conducted the data with interview to strengthen the data. The interview consist of 18 questions To know pre-service English teachers' perception of pedagogical content knowledge, the researcher used interview with eight pre-service English teachers. Four from SMK Bina Banua Banjarmasin and four from SMP Nadhatul Ulama Banjarmasin. The researcher conducted the interview for three days, when conducted interview with pre-service student in SMK Bina Banua, researcher found most of pre-service English teachers are good in seven aspects of pedagogical content knowledge but researcher found there are some pre-service student are not good in some aspects.

Furthermore, Pre-service A said that she was not good in aspect of knowledge of curriculum and aspect of knowledge of pedagogical content. For aspect of the curriculum, she said that she did not understand the principles of curriculum development and when the researcher asked about the principles of curriculum development she did not answer correctly. But in this aspect there were some indicators which if all the indicator are well mastered it could be said that they are good in this aspect. Pre-service A was only not good in one indicator, it was about the principles of curriculum development she did not

understand about it. It could be concluded she is good in this aspect because she understood and used the other indicators in this aspect when she taught.

Then, for aspect knowledge of pedagogical content, she said that she was not always developed her learning design components when she taught. Because she was confused about how to develop learning design every she taught. Same with another aspect this aspect has some indicators which if all the indicator are well mastered it could be said that they are good in this aspect . Pre-service A was not good in second indicators of aspect knowledge of pedagogical content, she was confused about how to change and develop learning design when she taught. It does not mean that she was not good in this aspect for another indicators she knew and used when she taught only one aspect she did not understand. It could be said that she is good in this aspect.

Different from pre-service A, pre-service B said that she was not good in aspect general pedagogic knowledge, aspect knowledge of pedagogical content, and aspect knowledge of the purpose, values, and philosophy of learning. For aspect general pedagogic knowledge, she said that she did not understand about various learning theories and the principles of learning that education related to the subjects were taught. The researchers found when conducted interview, she only knew a little bit about learning theory but for the principles of learning that educate she did not know and understand about it. But it does not mean that she was not good in this aspect for another indicator she knew and used when she taught only one aspect she did not understand. It could be said that she is good in this aspect.

Pre-service B said that she was not good in aspect knowledge of pedagogical content because she did not understand about the principles of educational learning design when researcher interviewed her, she did not answer correctly and did not know about it. In this aspect there were five indicators must be mastered by pre-service English teachers. It could

be said they are good in this aspect but it does not mean she was not good in this aspect for another indicator she knew and used when she taught only one aspect she did not understand. It could be said that she is good in this aspect.

Furthermore, Pre-service B said that she was not good in aspect of knowledge of the purpose, values, and philosophy of learning because she could not organize the implementation of systematic learning activities when she taught. When researcher interviewed her she did not know how to organize the implementation of systematic learning activities when she taught. In this aspect there were four indicators must be mastered by pre-service English teachers. It could be said they are good in this aspect but it does not mean she was not good in this aspect for another indicator she knew and used when she taught only one aspect she did not understand. It could be said that she is good in this aspect.

Another pre-service except pre-service A and B, they stated that they are good in seven aspects of pedagogical content knowledge. When the researcher conducted the interview they could answer all questions correctly and good. They are good in aspect knowledge of learning material, general pedagogic knowledge, knowledge of curriculum, knowledge of pedagogical content, knowledge of students and their characteristics, knowledge of the learning context and knowledge of the purpose, values, and philosophy of learning. They can master all indicators of the seven aspects of pedagogical content knowledge. It could be concluded that they are good and understand of seven aspect of pedagogical content knowledge and use all aspect when they taught.

Different from SMP Nadhatul Ulama most of the pre-service student here could answer all questions correctly but they could not answer some questions correctly. The questions that they could not answer correctly in aspect knowledge of curriculum is only some of them can understand the principles of curriculum development, the other pre-service English teachers only knew a little bit about it. The another question that they could not

answer correctly in aspect knowledge of pedagogical content it is about understanding the principles of educational learning design. However, a half of them understood about it, and the other only knew a little bit about principles of educational learning design.

It could be concluded most of pre-service English teachers in SMP Nadhatul Ulama are good in seven aspects of pedagogical content knowledge and used it when they taught. Only two aspect from seven aspect that they could not master, there are knowledge of curriculum and aspect knowledge of pedagogical content. There are some indicators in two aspects they could not answer correctly and they did not used when they taught.

In addition, the researcher also conducted the data with observation to strengthen the data. To know pre-service English teachers' perception of pedagogical content knowledge, the researcher used The researcher conducted the observation for 3 weeks to see whether the perception of pre-service English teachers is consistent with the facts in the field. The researcher conducted the observation in SMK Bina Banua and SMP Nadhatul Ulama, four from SMK Bina Banua Banjarmasin and four from SMP Nadhatul Ulama Banjarmasin.

Researcher did not find all of pre-service English teachers in SMP Nadhatul Ulama and SMK Bina Banua Banjarmasin used and knew the seven aspect of pedagogical content knowledge while they were teaching. Only six from eight pre-service English teachers in two schools used the seven aspects while they were teaching.

First aspect that researchers saw is knowledge of learning material aspect, when the researcher conducted observation during 3 weeks researcher saw that not all of the pre-service English teachers understood what they had taught some of them still confused about what they had taught but the other surely good in this aspect they are understood about they had taught even one of them very understand about the topic he taught and could analyze the topic based of the level difficulty.

The second aspect is general pedagogic aspect, when researcher conducted observation a half of them only know a little bit of theory and principles of educational learning then half know well about the theory and principles of educational learning. The researcher knew they all good or not about theory besides conducted observation also used interview to ask them about that to make sure that they are know or not about theory and principles of educational and researcher found only a half of them know about that. It could be said a half of them really good in aspect general pedagogic knowledge.

The third is knowledge of curriculum aspect, researcher found that not all of the pre-service English teachers understood principles of curriculum development. The researcher also gave interviewed to pre-service English teachers to strengthen the data. Researcher interviewed about how principles of curriculum development is, a half of them did not answer correctly only know a little bit then there were pre-service English teachers really knew about it. Then they always set a purpose before they taught which is one indicator that must be fulfilled to be said good in this aspect.

The fourth is knowledge of pedagogical content aspect. When researchers conducted observation for 3 weeks the researchers did not see all of them used media in teaching in the class, researcher only found 2 pre-service student that used media when they were teaching. The others only used books and whiteboards to teach. Researcher also found all of pre-service always develop learning design components while they were teaching and they understood about principles of educational learning design.

The fifth is knowledge of students and their characteristics aspect. When conducted observation researcher did not see all of the pre-service English teachers could identify students difficulties and understand the characteristic of students, because researchers found half of pre-service English teachers did not care about noisy students, students who don't pay attention, and students who just keep quiet. They should be able to know how to make noisy

students, not paying attention and just being quiet can contribute to learning and make them actively involved.

The sixth is knowledge of the learning context aspect. When conducted the observation the researcher did not see all of the pre-service conduct various activities when they taught. Only half of pre-service English teachers that usually use various activity when they taught. During 3 weeks researcher saw that they usually change their activity while they were teaching, different from the other which only changes occasionally.

The last aspect is knowledge of the purpose, values and philosophy aspect . The researcher did not see all of the pre-service English teachers always develop learning design components while they were teaching only some of them developed learning design component. However, they surely understood the principles of educational design that educates and always regulate the implementation of systematic learning activities when they taught.

In addition, the researcher also conducted the data with interview to strengthen the data. The interview consist of 18 questions. To know pre-service English teachers' perception of pedagogical content knowledge, the researcher used interview with eight pre-service English teachers. Four from SMK Bina Banua Banjarmasin and four from SMP Nadhatul Ulama Banjarmasin.

Based on the questionnaire, observation and interview, the researcher found that most of pre-service English teachers knew and used the seven aspect while they were teaching. Only two students did not knew and did not used some aspect while they were teaching, that aspect are knowledge of curriculum aspect and knowledge of pedagogical content aspect but when the researcher conducted the observation the researcher found not only two pre-service English teachers did not know and did not use the seven while they were teaching, half of

them still less in some aspects there are knowledge of learning material aspect, knowledge of students and their characteristics aspect, and knowledge of pedagogical content aspect.

2. Teachers' Perception on Pedagogical Content Knowledge

To get the data and answer this research question, the researcher used interview with four teachers. Two teachers from SMK Bina Banua and two teachers from SMP Nadhatul Ulama. The interview consist of 18 questions and researcher conducted interview for 2 days.

When conducted interview with teacher A and B, the researcher found that most of the pre-service student in SMP Nadhatul Ulama are good in seven aspects of Pedagogical Content knowledge, they all used the seven aspects of Pedagogical Content Knowledge when they taught. According to teacher A and B said that all of the pre-service English teachers in SMP Nadhatul Ulama are good in aspect knowledge of learning material. They understood about what they taught, then when they taught all of student understand about what they taught. They also can analyze the topic based on the level of difficulty. They taught from easy first then when the topic begin difficult they give some example to make the students easy to understand .

According to teacher A and B said that all of the pre-service English teachers are good in aspect general pedagogic knowledge, because they understood the theory and principles of educational learning. The teachers said that all of pre-service stundets are good when they taught it means that they understood about theory and principles of educational learning. Then they apply various approaches, strategies, methods and learning techniques when they taught every meeting and it make ther student happy when they taught.

Teacher A and B said that all of his pre-service English teachers are good in aspect knowledge in curriculum because all of his pre-service English teachers understood about the principles of curriculum development and all of their pre-service English teachers always set a purpose before they taught. The teachers A and B said that all of their pre-service English teachers always set a purpose before they taught so they are not confused when they taught.

In addition, teacher A and B stated that all of the pre-service English teachers are good in aspect knowledge of pedagogical content. Because they made a good lesson plan, the researchers also see their lesson plan and it was already good and in accordance with the provisions of making a lesson plan while they studied at the campus. Teacher A and B said that pre-service English teachers are also used various kinds of media when they are taught and it make their students enthusiasm.

Teacher A and B stated that all of the pre-service English teachers are good in aspect knowledge of students and their characteristics. Because all of the pre-service English teachers can identify student difficulties when they taught, they helped the student when they did not understand about the topic. Then, they understood the characteristics of students when they taught and because they could made all students pay attention and contribute in learning and teaching procces actively

Teacher A and B argued that all of pre-service English teachers are good in aspect knowledge of the learning context, because all of pre-service English teachers used various activities to make students active in learning. For example they used game when they taught it made their students more active and their students enjoy when they taught. So made their students more active and the learning outcomes obtained are optimal.

Teacher A and B said that all of his pre-service English teachers are good in aspect Knowledge of the purpose, values and philosophy of learning because all of his pre-service English teachers understand the principles of educational design that educates. Then, they

develop learning design components when they taught every meeting. Teacher also said that they always regulate the implementation of systematic learning activities.

Researchers also conducted the interviews with two teachers in SMK Bina Banua. Two teachers in SMK Bina Banua gave the different perception about the pre-service ability in Pedagogical Content Knowledge. Teachers A said that pre-service English teachers that he handle almost of them good but seven aspects that researcher gave not all used in pre-service English teachers when they taught.

Teacher A said that three from seven aspects that pre-service English teachers did not used in their teaching, there are knowledge of pedagogical content, and knowledge of students and their characteristics. Teacher A said that pre-service English teachers are not good in this three aspect. For the knowledge of pedagogical content, most of pre-service English teachers in SMK Bina Banua almost did not know how learning design principles that educate, and did not always develop components of the learning design when they taught.

According to teacher A said that pre-service English teachers in SMK Bina Banua are not good in aspect and knowledge of students and their characteristics. Pre-service English teachers did not know characteristics their students well, they did not care about noisy students, students who did not pay attention, and students who just keep quiet. They keep continuing learning and teaching process regardless of noisy students and don't ask the students they are clear or not about the learning

In contrary, teacher B in SMK Bina Banua said that pre-service student that his handle all are good in seven aspects. They could used the seven aspect while they were teaching. Teacher B said that pre-service English teachers that his handle are good is aspect knowledge of learning material because all of pre-service English teachers that his handle understood about what they taught, and could analyze the material based on the level of difficulty.

According to teacher B said that all of pre-service that his handle also are good in aspect general pedagogic knowledge because all of the pre-service English teachers that his handle understood the theory and principles about educating learning. Teacher B said that they used various strategy and method while they were teaching they changed the various method, strategy while they were teaching which is it could increase student's enthusiasm for learning.

Teacher B said that all of his pre-service English teachers are good in aspect knowledge in curriculum because all of his pre-service English teachers understood about principles of curriculum development they knew well about it. The the teachers B said all of his pre-service English teachers always set a purpose before they taught so when they taught it became directed and they knew what topic would be taught.

According to teacher B said that all of his pre-service English teachers are good in aspect knowledge of pedagogical content, because all of his pre-service English teachers that his handle could make a good lesson plan including istrumen of assessment of students. Then all of pre-service English teachers used media while they were teaching it made their students more active and made their students enjoy when they taught. The teacher B also said all of pre-service English teachers always develop learning design components while they were teaching.

Teacher B said that all of his pre-service English teachers are good in aspect knowledge of students and their characteristics, because his students could understand characteristic their students while they were teaching, they knew characteristics their students well, they care about noisy students, students who don't pay attention, and students who just keep quiet. Then they asked the students that they were clear or not about the learning. Then the teachers B said that they all also helped the student while the student doesn't understand about the material.

Teacher B said that all of his pre-service English teachers are good in aspect Knowledge of the learning context. Teacher B said all of pre-service English teachers changed the various activities to make the student more active. Then, they used various game while they were teaching it made their students enthusiastic in learning to the point of not wanting to rest because it's too exciting in playing games.

Teacher B said that all of his pre-service English teachers are good in aspect Knowledge of the purpose, values, and philosophy of learning because all of his pre-service English teachers understand the principles of educational design that educates they know how to make educational learning. Then they also develop learning design components while they were teaching and they always regulate the implementation of systematic learning activities.

Based on table above it could be conclude that only 3 English teachers said that all of the pre-service student in SMP Nadhatul Ulama and SMK Bina Banua Banjarmasin are good in seven aspects of Pedagogical Content Knowledge, most of them knew and used the seven aspects of Pedagogical Content Knowledge while they were teaching. From four English teacher only one English teacher said pre-service English teachers that her handle did not know and did not use the seven aspect of pedagogical content knowledge while they were teaching, some of pre-service English teachers still less in some aspect. That aspects are knowledge of students and their characteristics aspect and knowledge of pedagogical content aspect.

3. Different Perception between Pre-service English teachers and English Teachers

To get the data and answer this research question, the researcher used interview with four teachers. Two teachers from SMK Bina Banua and two teachers from SMP Nadhatul Ulama. The researcher also used interview with eight pre-service English teachers, four from SMK Bina Banua and four teachers from SMP Nadhatul Ulama. After interviewed Pre-service

English teachers and English teacher, the researcher found there are some different perception between pre-service English teachers and English teacher about pedagogical content knowledge while pre-service English teachers were teaching. The different perception can see in Appendix

Different perception between pre-service English teacher and English teachers it could be concluded that there was some different perception between pre-service English teachers and English teachers when researcher conducted interview. For pre-service English teachers most all of them said that all of them were good in seven aspect of pedagogical content knowledge, only two from eight students said they are not good in some aspect, that aspect are knowledge of curriculum aspect and knowledge of pedagogical content aspect. In contrary, English teachers stated there are teacher said that most of pre-service English teachers good in seven aspects of pedagogical content knowledge and there are one English teacher stated that there are pre-service English teachers still less in some aspect of pedagogical content knowledge that aspect are knowledge of pedagogical content aspect and knowledge of students and their characteristics aspect.

B. Discussion

After the data has been obtained and in the process like the description above, the researcher has written and analyzed the data that has been obtained in the researcher at the above findings. The researcher also knew how the pre-service English teachers and teachers perception about pedagogical content knowledge . Researcher also knows the different perception between pre-service English teachers and teachers about pedagogical content.

1. Pre-service English teachers' perception about their pedagogical content knowledge

Based on Shulman (1987), Pedagogical Content Knowledge has several main components, namely knowledge of learning material, general pedagogic knowledge, curriculum knowledge, knowledge of pedagogic content, knowledge of students and their

characteristics, knowledge of learning contexts, and knowledge of learning goals, values and philosophies. Every aspect has several indicators which if the indicator is well mastered it can be said they are good in that aspect.

Aspect of knowledge of learning material has two indicators. According to Permendiknas No. 16 of (2007), indicators of knowledge of learning material are analyze material based on the level of difficulty and understanding of the material being taught. Menwhile when researcher conducted the questionnaire, interview and observation for 3 weeks researcher found that not all pre-service English teachers understood and used two indicators while they were teaching. There were some students who did not understand about the material they taught and also did not understand how to analyze material based on the level of difficulty.

General pedagogic knowledge aspect has two indicators . According to Permendiknas No. 16 of (2007), Indicators of aspect general pedagogic knowledge are understand various learning theories and the principles of learning that educate related to the subjects taught and apply various approaches, strategies, methods and learning techniques that educate creatively in the subjects taught. Menwhile when researcher conducted the questionnaire, interview and observation for 3 weeks the researcher saw the first indicators was not found by researcher in all of pre-service English teachers only some of them understood the theory and priciples of learning educatewhile they were teaching. But in second indicators most of them apply various approaches, strategies, method and learning techniques then they taught, altought not all but most all of them master the second indicator for this aspect.

Knowledge of curriculum aspect has three indicators. According to Permendiknas No. 16 of (2007), Indicators of aspect knowledge of curriculum are understand the principles of curriculum development, determine the learning objectives taught and the last is determine the appropriate learning experience to achieve goals. Menwhile when researcher

conducted the questionnaire, interview and observation for 3 weeks, for first and third indicators indicators was not found by researcher in all of pre-service English teachers only some of them knew of the principles of curriculum development and determine the appropriate learning experience to achieve goals. Although the others only knew a little bit about it. Then researcher also found all of pre service good in second indicators they are always determine the learning objectives while they were teaching.

Knowledge of pedagogical content aspect has five indicators. According to Permendiknas No. 16 of (2007), Indicators of knowledge of pedagogical content are understand the principles of educational learning design, the second is develop learning design components, the third is compile a complete learning plan, both for activities in the classroom, laboratory, and field, carry out learning that educates in the classroom, in the laboratory, and in the field by observing the required safety standards and using learning media and learning resources that are relevant to the characteristics of students and subjects that are taught to achieve learning objectives as a whole. Meanwhile when researcher conducted the interview, questionnaire and observation for 3 weeks researcher found that most all of pre-service English teachers understood and used all indicators when they taught, most of them understood principles of educational learning design, then develop learning design components when they taught. Some of them compile a complete good learning plan and always use media when they taught.

Knowledge of students and their characteristics aspect has five indicators. According to Permendiknas No. 16 of (2007), Indicators of Knowledge of students and their characteristic aspect are understand the characteristics of students related to physical, intellectual, social-emotional, moral, spiritual, and socio-cultural background, second is identify potential students in the subjects taught, the third is identify students' initial learning in the subjects they are taught, the fourth is identify learning difficulties of students in the

subjects taught and the last is identify the learning characteristics of students. From five indicators above the researcher conducted the interview, questionnaire and observation for 3 weeks researcher found that only some of them can master all indicator and some of them only good in some indicators. Some of them really good in second and fourth aspects because when researcher do observation for three week almost all of pre-service can identify potential students in the subjects taught and identify learning difficulties of students in the subjects taught.

Knowledge of the learning context aspect has two indicators. According to Permendiknas No. 16 of (2007), Indicators of Knowledge of learning context are provide various learning activities to encourage students to achieve achievements optimally and the second is provide various learning activities to actualize the potential of students, including their creativity. Meanwhile when researcher conducted the interview, questionnaire and observation weeks researcher found that most of pre-service student master all indicators. They are provide various learning activities to encourage students to achieve achievements optimally when they taught and always provide various learning activities to actualize the potential of students, including their creativity for example they used game when they taught it could enhance the creativity of students. Although not all pre-service mastered all indicators but most all of them good in this indicator.

Knowledge of the purpose, values and philosophy of learning aspect has four indicators. According to Permendiknas No. 16 of (2007), indicators of Knowledge the purpose, values and philosophy of learning are understand the principles of educational learning design, the second is develop learning design components, the third is planning interrelated learning activities and the last is organize the implementation of systematic learning activities. Meanwhile when researcher conducted the interview, questionnaire and observation for 3 weeks researcher found that not all of the pre-service English teachers

always develop learning design components when they taught. But they are surely understood about the principles of educational design that educates and always regulate the implementation of systematic learning activities when they taught.

2. English Teachers' Perception about Pedagogical Content Knowledge of Pre-Service English Teachers.

One from four English teachers said that pre-service English teachers that their handle still less in some aspect of pedagogical content knowledge. Two from seven aspect of pedagogical content knowledge that researcher found hard to apply by pre-service English teachers are knowledge of pedagogical content and knowledge of student characteristics aspect. According to Kartika & Pasandran (2016) knowledge of pedagogical content aspect is knowledge in organizing content that suitable for teaching meanwhile when the researcher interview the English teacher one from four English teacher said pre-service that her handle still did not able to organizing content that suitable while they were teaching.

Kartika & Pasandran (2016) said that knowledge of student characteristics aspect is knowledge used to develop teaching. Which is in this aspect there are some indicators to develop teaching one of the indicator is understand the characteristics of the student. Meanwhile, when the researcher interviewed the English teacher, there is English teacher said pre-service English teacher that her handle did not understand about the characteristics of the student it means that pre-service English teachers that her handle was not able to develop their teaching because some of they still less in some indicator in that aspect.

3. Difference Perception between Pre-Service English Teachers and English Teacher about Pedagogical Content Knowledge

For the different perception between pre-service English teacher and English teachers, the researcher found there was some different perception about pedagogical content knowledge when the researcher conducted the interview. For pre-service English teachers most all of

them said that all of them were good in seven aspects of pedagogical content knowledge, only two from eight students said they are not good in some aspect, that aspect are knowledge of curriculum aspect and knowledge of pedagogical content aspect. In contrary with english teacher' perception, there are English teachers said that most of pre-service English teachers good in seven aspects of pedagogical content knowledge and there is one English teacher stated that there are pre-service English teachers still less in some aspect of pedagogical content knowledge that aspect are knowledge of pedagogical content and knowledge of students and their characteristics .