

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter presents the result of the research, and it is divided into two sections. The first section presented and described the examined data from classroom observation, and interview. The data found related to how teacher's Pedagogical Content Knowledge (PCK) and the problem she faces during the teaching and learning process in the classroom while apply the Pedagogical Content Knowledge (PCK).

The second section consists of a discussion of the data found in the first part. This section provides an explanation of the teacher's PCK and the problems the teacher faces while applied it in the classroom. There are some examples of the analysis to make the explanation clear.

#### **A. Finding**

Observations had been conducted for VII Girls, VII Boys I and VII Boys 2. An interview and the data from the lesson plan also added to confirm and add the data had been discovered.

##### **1. The teacher's applying PCK in Teaching English of VII grade.**

The researcher did observation ten times, each observation and done in a different group of VII grade with the same topic of the lesson. The teacher became the main focus of this research. The data were classified into seven categories of

teachers' knowledge related to Pedagogical Content Knowledge (PCK) based on Morine-Deshimer and Ken (2002) interpretation. The details explain below:

a. General Pedagogical Knowledge

Based on the classroom observation for VII grade. The researcher found that teacher used various teaching strategies from the first meeting until the last, mostly teacher used group discussion, repetition and asked questions to the students about the topic that related to their daily activities. The teacher also used demonstrative and example in explained the subject to students. Supported by the interview, the teacher said that it was quite hard to use an analogy in teaching English, especially for the topic simple present tense. Instead, use that technique the teacher gave examples that related to students' life and demonstrating the use of simple present tense with things around the classroom.

In managing the class the teacher able to demonstrate an adequate grasp of knowledge of class management by showing good control of the teaching and learning process in any class setting. If the number of students in the classroom was less than 20. It was easier for the teacher to arrange students' seat, such as in boys' classes. The setting of students' seat was in two rows and students faced to faced one with another.

In most meeting teacher always used multimedia such as powerpoint as the tool to help her in explained the subject, only at meeting four and nine for class VII boys 2 teachers unable used PPT because there was trouble with the equipment. So, in the meeting four the teacher prepared properties, a basket and flower to help her

taught the student about giving opinion and fact using the simple present tense. On the meeting nine the teacher only used the whiteboard and write down the exercise and the instruction student must-do for the individual test. Whereas, for two other class when they did the individual test teacher display the task on a power point.

Most meeting the teacher chose to have a discussion session with the whole class rather than divided student into a small group or in pair. The teacher instructed students to do the task individually and encourage them to more active stated their mind and speaking ability. So every student had the same opportunity in learning.

The teacher only divided students into two groups on meeting four when they have to give their opinion on things, it is also because the teacher only prepared two things. It also happened on the meeting ninth when they played ‘yes or no’ game before they did an individual test. The interesting part was even they divided but all students have the same chance to play the game and had their listening and speaking practice as they answer the teacher’s question. In teaching and learning process teacher give a clear and instruction to students in every meeting. Frequently teacher repeated her instruction twice, or put the instruction on the powerpoint as she did in the meeting to make sure students understand the teacher would be asked what was the instructions given to them.

The teacher also mentioned kinds of instructions she gave to students in the lesson plan specifically. On point 8 on the lesson plan teacher wrote all the instructions and questions she gave through the learning and teaching process. All the instructions and question got elaborate according to classroom circumstances.

### b. Context

Based on the observation, the writer found the teacher tried to open the new topic in the first meeting for each class teacher use questions to start her class to identify their prior knowledge and to know if the students already understand about the previous lesson before she began the new subject. The teacher used the simplest language students could understand to deliver her lesson and the question is related to students' daily life. For instance in the on the first, second and third meeting after the teacher show video she asked questions based on the video about Mr. been activity then the teacher associate those question to students' daily activity.

To deliver the message of the context of the subject teacher also gave examples to students. It showed on the meeting 4 when she wanted to explain about the use of Simple Present Tense she acted like she thinking about something and said: "What do you think about this class" as the idea of giving an opinion. The teacher did not directly say about what they would discuss. The teacher gave many questions until the students gave the right answers.

On the lesson plan teacher also mention about the context she used in explaining the material in point 2. All the contexts are related to students' daily life and school environment.

### c. Content Knowledge

Base on the observation in delivering the content of the subject the researcher saw that teacher know well about the subject. It was indicated by how the teacher able to answer student questions toward the topic, she confirmed by

asked students opinion if the lesson is hard or easy to understand. Teacher explain the content clearly and support by PPT that display about the subject, instructions, and examples of the use of the simple present tense and the structure. In addition, by the interview, the teacher also explained that students are provided textbooks such as interactive English by Yudistira and Workbook “Can Do” by Oxford. But from all meeting that researcher observed teacher did use the books in only one meeting which is on meeting four at Boys I class to find a verb in one of the pages of the book. Mainly the teacher showed the PPT she made and write the material on the whiteboard.

To identify if the students understand about the content, at the end of the class the teacher will ask questions that related to the lesson. Examples on the meeting one teacher asked students ‘where it takes place’ this question related to the video they watched. On meeting two, the teacher asked ‘what does he do on Thursday’ and some other questions related to daily activity and schedule. The last, teacher repeated ask ‘what are the use of simple present tense?’ For the rest of the meetings, and ordered them to make examples of positive, negative and interrogative of simple present tense.

#### d. Knowledge of Learner and Learning

Based on the observation teacher as much as possible do questioning in the teaching and learning process, for instance, she asked about what they have learned at the previous meetings with help by video or game such as meeting four for VII boys 2. The teacher always asked questions as a way to check students

understanding, a bridge in explained the subject so students able to talk more, the teacher also always encourage students to speak English if they answer or have questions to ask. Examples on the first meeting when the students wanted to ask questions teacher told them to ask in English.

The teacher seems to understand students' characteristics in her class, in every meeting teacher always took notice to students. If the teacher found the students became quite she came to their desk to check their work. Also in encouraging to the introvert student, the teacher asked them to stand up when they read the answer to the exercise. Teacher ask one by one question to the student, thus students have the same opportunity to speak. The teacher also addressed students who put their head on the desk or not pay attention to the lesson, she gave the students question to get her/his focus back, or comes to their desk if students have trouble in the learning.

Based on the interviewed teacher stated she distinguished the question based on students' level of achievement in order to solve their problem. She also mentioned that the teacher can predicted what are the students' difficulty and try to help them by giving them more example.

To help students to increase their English skill the teacher provided the students with the task such as state their opinion, made them write sentences on the whiteboard and asked them to speak in English of they wanted to ask a question.

To appreciate students work teacher gave them a compliment like “very good!, good job! etc.” if students able to answers the teacher’s question, corrected something or done the task given.

e. Curriculum Knowledge

Based on the interview the teacher state that the curriculum they use is *Kurrikulum 2013* with enriched by PCK’ aspects or component. It can be seen on the attachment of the lesson plan the teacher made. The structure or form of the lesson plan was quite different from the lesson plan available that used by another school. The Aside core competences, basic competence, indicator, learning goal, and other component found in the regular lesson plan by the government. In their lesson plan added context, concept, material development and instead of having steps and learning activities description, it was replaced by learning path with a list of questions would be given. To support that teacher wrote the instructions for the learning process on the pedagogy section. To anticipate an unpredictable situation teacher also provide anticipation of learning path along with the question the teacher may use. It also followed by mitigation, which was what the teacher did if the teacher had difficulty in learning. In assessment, the part teacher assessed students’ thinking level, computation skill, and behavior. The teacher listed the behaviors became valuation. If she found those behavior appear in the classroom teacher had a quick response. For example on the meeting four when the teacher found a student put his head down on the table teacher address him to pay attention to her and give him a task, wrote a sentence on the whiteboard.

On the lesson plan, there was also a section of knowledge of learner where the teacher put the information about students' prior knowledge, the content was given, students' level of learning path and students' indication of learning style, emotion, and their learning difficulties. Teacher selected suitable leaning experience. It can be seen in the observation from all meetings teacher give examples of the subject that related to their life such as their daily activity as students, and their daily schedule. The teacher also tried to relate the contents for each meeting on the lesson plan, unfortunately, the teacher did not mention it in the classroom.

f. Knowledge of General Education Context

Based on the observation teacher was able to generalize the material. The teacher could relate the material with student life by gave the example of giving an opinion, state facts, described their daily activities or habit and making schedules. It showed on the first up to the last meeting teacher always gave examples of those situation used things around the class and their daily activity. Unfortunately, the teacher did not mention this subject can be related to another subject besides English.

Based on the interview, the teacher considered this aspect as the hardest one to use or apply because the teacher only learns about PCK around one year of teaching in GIBS. Thus she found this knowledge was not easy to understand for herself.

g. Assessment Procedures

Based on observation from the first until seventh meeting teacher assessed student understanding by saw how students answer teacher' questions, instruction and done the task given every meeting correctly. Teacher use task that made them speak their opinion, write sentences that give students the opportunity expressed themselves. Also, she claimed that one of her way to assess students observe students activity life inside or outside the class. On the lesson plan teacher also mention that students are assessed through activities.

On the observation of the eighth, and nine and ten meetings which were the evaluation time or so-called as individual test' done. It showed that the teacher used a different way to treat each class. It depended on students' level of achievement (High Achiever, Medium Achiever, and Low Achiever). It was proven on how teacher gave the type of task for girls and boys 2 class. Teacher display eight verbs and asked to make three different types of simple present tense (positive, negative and interrogative). Yet, on the meeting ninth for boys 1 teacher already provide eight sentences on the whiteboard and ask them to change it into those three types of simple present tense.

Based on the interviewed teacher explains how the evaluation organizes in the school. They have an individual test, daily test, group task, middle test, and final test. Also as the completeness teacher usually check students' notebook.

Mostly teacher mentioned the learning goal at the beginning of the class to students and also tell students the benefit the got from learning the subject. Only at

eight, ninth and ten meetings because they only reviewed the lesson from the previous meeting to prepare their individual test about simple present tense. The values of the lesson stated in the lesson plan. In order to achieve it, the teacher provided such activities for the student. For example on the first, second and third meeting on the lesson plan, the values of the lesson students got by learning the subject are confident and creative, thus teacher asked students to make their own sentences about daily activity after the teacher gave the same example.

## **2. Problems the teacher faced in using Pedagogical Content Knowledge (PCK) in teaching English class for VII grade.**

To acknowledge the second question, the researcher did an interviewed to gain the data. The interview was a semi-structure with open ended questions, as the way to find the answer to teacher problem in used PCK in teaching English.

The teacher stated that she knew about PCK for at least one year. She mentioned there was no PCK workshop or anything related to it when the first time she joined and became a teacher in GIBS Banjarmasin. Thereafter, the director of the school also known as the mentor held a workshop about PCK and taught about it to the teachers. Based on the interview she explained about how she was introduced to Pedagogical Content Knowledge.

*“At the very beginning of learning the basic part of PCK, the mentor introduced the history of pedagogy perform language of the nanny (Nanny’s teaching). The purpose of PCK its self is for the teacher to deliver our knowledge to the students. It is like we treated a baby with the easiest language to educate and teach the baby.”*

The teacher claimed that the aspect of PCK that difficult to apply is knowledge of general Education Context. Ms. S stated it was quite hard depth into the material she taught. Because she also had to considerate the student's level of achievement. She mentioned in interview:

*“Sometimes when you teach in the class you should separate some different questions because students' level of achievement is different from one to another”.*

The teacher also mentioned that her biggest obstacle in applied her Pedagogical Content Knowledge (PCK) in teaching was the various level of students, High Achiever (HA) – Medium Achiever (MA) – Low Achiever (LA) and unexpected things in the class, such as low performance of HA on the day, broken projector, etc.

The last, Teacher explained her way to overcome the problem that appeared in the class she should providing extra questions, tasks, instructions, or teaching aids.

## **B. Discussion**

This section presented a discussion of the research findings. As mentioned in the first chapter, there are two research questions that should be answered in this study. The aims of this study are to know how the application of Pedagogical Content Knowledge (PCK) in teaching English and what problems the teacher did the teacher face in applied the Pedagogical Content Knowledge in teaching English. The details are as below:

## **1. Teacher's Pedagogical Content Knowledge (PCK) in Teaching English for VII Grade**

In Pedagogical Content Knowledge, for aspect Pedagogical Knowledge (PK) the English teacher often showed some examples and give questions as the technique in her teaching and learning process to help her brainstorm the content of the lesson, to check students' understanding, and to help the students that have difficulty in teaching English. It is related to Shulman (1987) statement that PCK of any topic must include analogies, example, effective explanation, and demonstration. It was an essential way to transform the knowledge to be delivered to the students in a form that could easily be understood. By using Example added multimedia it is helpful for the teacher in conveying the lesson to students.

Second, Context. In this aspect teacher also used questions as the bridge in helping her conveying information to students in made a simple example that related to students' daily life, as claim by Dey, A. K (2001) context is any information that can be used to characterize the situation of an entity. In delivering the information of the situation, from all the meeting, the teacher as much as possible tried to show the example instead of lecturing all the material to students. Thus, students can understand concretely.

Content Knowledge, in this aspect teacher clearly competence in delivering the subject. In line with that finding, it is related to what Ma (1999) define of content knowledge as a thorough understanding of the breadth and depth of the relevant topic in the content, including awareness of their interconnections. The teacher had

deep understanding about the content because the teacher can show the examples of the use of simple present tense well, and able to answer students' curiosity. The teacher used familiar word and sentence as the examples of the subject.

The fourth component, The Knowledge of Learner and Learning. Teacher aware of the students' characteristic and the teacher paid attention to students' problem in teaching English. Teacher considerate the way she taught depended on the level of students' achievement. According to Michael (2007), there are exists a significant difference of teaching strategies teacher used toward high and low achievers. Thus, the teacher should be able to consider the teaching strategies toward both high and low achievement.

For the Curriculum Knowledge, the English teacher understood and made a good lesson plan and considerate the goals students should achieve. According to Hasan (2008), he mentioned that the curriculum refers to what level of quality learners should achieve and is stated as the main or goals of education.

For the aspect of General Pedagogical Context teacher tried to relate the subject with students' daily life. In line with that Bastedo (2002), stated that general education is rooted in educators' belief that its courses should teach students knowledge for life.

The last aspect assessment Procedure, Education Goal, Education End and Value, the teacher assessed the students in an on-going process after student got the example by a simple explanation, the teacher gave students task such as wrote the sentences. The teacher said the goal of the lesson after opening the class and give

examples of value students will get at the end of the class such as confident as the students spoke in front of the class.

## **2. The problems Teacher faces applying Pedagogical Content Knowledge (PCK) in Teaching English.**

One of the aspects of PCK that teacher found hard to apply was general educational context, the teacher claimed she cannot depth into the material she taught because students' level of achievement was different. According to Nemeth & Long (2012), Student achievement can describe the level of achievement of students in terms of knowledge, skills and experience of learning formulated by learning objectives for the school curriculum. Thus, the diversification of students' achievement also influence the teacher's way in teaching. Every students had different level of achievement namely, High Achiever (HA) and Low Achiever (LA).

There are always high and low achiever in every school, and the academic disparity between them usually related to the difference of the motivation. A less accomplished individual are often more motivated to avoid failure, achieves to a low extent the required objectives at the end of the lesson, they known as the low achiever. Whereas, High achiever students are who stand out in academic ability and have a strong motivation and willingness to put significant, extended effort to achieve something important and valuable to them. According to Michael (2007), there are exists a significant difference between high and low achievers study

strategies. Sarwar et al (2009), revealed that high achievers had better study orientation, study habits and attitude towards study than low achievers.

Another problem teacher faced in teaching was unexpected things that happened in the classroom, such as low performance of HA on the day, broken projector, or the classroom interaction did not go well. Morine-Deshimer (1985) stated that students' participation and achievement can be influenced by how well students understand and employ the rules and expectations governing classroom interaction.