

## **ABSTRACT**

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A Teacher, as the important aspect in teaching and learning process have knowledge that should be mastered by them. A Teacher must be able to convey their material to the students effectively. A teacher also demanded to know how to teach well using various techniques and method to support the learning process. Shulman (1986) propose about Pedagogical Content Knowledge (PCK), which is the knowledge about teacher's deep understanding about the material and how to teach well. The researcher interested to investigate about how the application of Pedagogical Content Knowledge (PCK) in teaching English, which rarely conducted by the researchers especially in Indonesia.

The researcher used the case study approach in this research because it was a unique case because GIBS Banjarmasin is one of the schools that emphasize about the importance of Pedagogical Content Knowledge (PCK) for the teachers to help them to teach a subject effectively. To collect the data, the researcher done class observation, and interview also collected teacher' lesson plans. In analyzing the data, the steps that used is by Merriam (1999) which are consolidation, reduction and data interpretation.

The result showed that the English teacher applied Pedagogical Content Knowledge using example and demonstration that related to students' daily life. Teacher also use questions as the bridge to help students to relate the material with the context. The teacher had enough knowledge about the students' characteristic in her class, thus the teacher adjusted the material and the teaching techniques. The problems teacher faced in applying PCK in her class was related to student's level achievement.