

**TEACHER'S PEDAGOGICAL CONTENT KNOWLEDGE IN TEACHING
(PCK) IN TEACHING ENGLISH**

By

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**TEACHER'S PEDAGOGICAL CONTENT KNOWLEDGE (PCK) IN
TEACHING ENGLISH**

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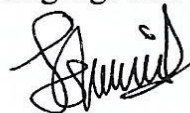
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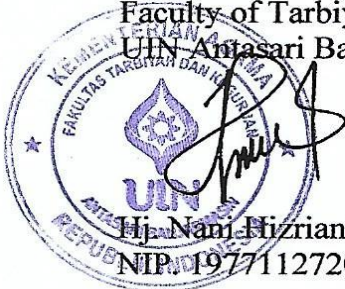


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STATEMENT OF AUTHENTICITY

I, the undersigned, Elisa Agustina, declare that this undergraduate thesis is my original work, gathered and utilized especially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publication cited in this work has been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, June, 24th 2019

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ABSTRACT

Agustina. 2019. Teacher's Pedagogical Content Knowledge in teaching English. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training. Antasati State Islamic University.

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Keywords: Teachers, Pedagogical Knowledge, Pedagogical Content Knowledge.

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.

ABSTRAK

Agustina. 2019. Pengetahuan Konten Pedagogis Guru dalam mengajar Bahasa Inggris. Tesis. Departemen Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Pelatihan Guru. Universitas Islam Negeri Antasati.

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Kata kunci: Guru, Pengetahuan Pedagogis, Pengetahuan Konten Pedagogis.

Guru, sebagai aspek penting dalam proses belajar mengajar memiliki pengetahuan yang harus dikuasai oleh mereka. Seorang Guru harus dapat menyampaikan materi mereka kepada siswa secara efektif. Seorang guru juga dituntut untuk mengetahui cara mengajar dengan baik menggunakan berbagai teknik dan metode untuk mendukung proses pembelajaran. Shulman (1986) mengusulkan tentang *Pedagogical Content Knowledge (PCK)*, yang merupakan pengetahuan tentang pemahaman mendalam guru tentang materi dan cara mengajar dengan baik. Peneliti tertarik untuk menyelidiki tentang bagaimana penerapan *Pedagogical Content Knowledge (PCK)* dalam pengajaran bahasa Inggris, yang jarang dilakukan oleh para peneliti terutama di Indonesia.

Peneliti menggunakan pendekatan studi kasus (*Case Study*) dalam penelitian ini, Hal ini merupakan kasus yang unik karena GIBS Banjarmasin adalah salah satu sekolah yang menekankan pentingnya *Pedagogical Content Knowledge (PCK)* bagi para guru untuk membantu mereka mengajar mata pelajaran secara efektif. Untuk mengumpulkan data, Peneliti melakukan observasi kelas dan wawancara serta mengumpulkan Rencana Pelaksanaan Pembelajaran (RPP) guru. Dalam menganalisis data, peneliti menggunakan cara yang diajukan oleh Merriam (1999) yaitu konsolidasi, reduksi dan interpretasi data.

Hasil penelitian menunjukkan bahwa guru bahasa Inggris menerapkan Pengetahuan Konten Pedagogis menggunakan contoh dan demonstrasi yang berkaitan dengan kehidupan sehari-hari siswa. Guru juga menggunakan pertanyaan sebagai jembatan untuk membantu siswa menghubungkan materi dengan konteksnya. Guru memiliki pengetahuan yang cukup tentang karakteristik siswa di kelasnya, sehingga guru menyesuaikan materi dan teknik pengajaran. Masalah yang dihadapi guru dalam menerapkan PCK di kelasnya terkait dengan pencapaian tingkat siswa.

MOTTO

Have courage and be kind

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I dedicate this thesis for:

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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

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Elisa Agustina

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