

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research questions, objectives of the study, significances of study, and key terms uses in this research.

A. Background of study

Students' misconception frequently happens because of the errors concepts taught by teachers and occur due to the inability of the teacher in managing the learning process. It shows how low the teachers' competence in understanding a learning material content as well as how to teach it (Maryani & Martaningsih, 2015). Consequently, the content of the learning is not conveyed properly, the goal of the lesson also does not achieve, hence makes students lost interest in the subject. Here the role of a teacher is very important for the continuity of the learning process. The teacher has to master the learning material and how to teach. Because it is important to fix students' misconception and give new information and help them to understand the subject itself as said in al-Qur' an surah an-Nahl in verse 43-44:

وَمَا أَرْسَلْنَا مِنْ قَبْلِكَ إِلَّا رِجَالًا نُوْحِي إِيْلَيْهِمْ ۚ فَسْأَلُوا أَهْلَ الذِّكْرِ إِنْ كُنْتُمْ لَا
تَعْلَمُونَ ﴿٤٣﴾ بِالْبَيِّنَاتِ وَالزُّبُرِ ۗ وَأَنْزَلْنَا إِلَيْكَ الذِّكْرَ لِتُبَيِّنَ لِلنَّاسِ مَا نُزِّلَ إِلَيْهِمْ
وَلَعَلَّهُمْ يَتَفَكَّرُونَ ﴿٤٤﴾

“We sent before you none (as apostles) but men, to whom We sent revelations. In case you are unaware, enquire of those who are keepers of the Oracles of God (43). We had sent them with miracles and Books, and We have sent to you this Reminder so that you may explain distinctly to men what was sent down to them: They may haply reflect (44) – An Nahl”

These verses talk about the role of the teacher who not only have obligation to teach a subject but also should be able to help students’ ability to think, and to build their understanding about the a content.

To support teacher competences’ improvement in teaching, government has been strived to give certificate program, also the establishment of teachers’ activity center, teachers council, and teachers working group. Through these activities, teachers’ quality and competence are expected to improve. Unfortunately, data shows that the qualities of these teachers are not yet as expected. There are so many teachers do not have qualifications following the subject they teach. Jalal and Supriadi (2001) give the fact that 60% of teachers do not have an appropriate qualification, 20% of teachers teach out of their expertise area. As a result, many important concepts that should be taught to students just skipped because of the lack of teachers’ understanding of the concept.

In case to have a certain quality of teaching a teacher ought sufficient knowledge about pedagogy. Shulman (1986) states that there are 7 categories of important knowledge domains that are mastered by a teacher in order to be able to carry out good learning; (a) Content Knowledge; (b) Pedagogical Content

Knowledge; (c) Knowledge of Learners; (d) General Pedagogical Knowledge; (e) Knowledge of Educational Context; (f) Curriculum Knowledge; and (g) Knowledge of Educational ends, purposes, and values.

One of the most stands out knowledge is the Pedagogical Content Knowledge (PCK). The understanding of PCK was first put forward by (Shulman, 1987) he poses three types of content knowledge should be controlled by teachers for effective teaching, namely (1) Subject Content Knowledge or knowledge of subject matter (2) Curriculum Knowledge and (3) Pedagogical content knowledge or PCK.

Content Pedagogical Knowledge (PCK) is a kind of knowledge that revealed how teachers teach meaningful and effective. Shulman defines PCK as a combination of two types of knowledge, which are Pedagogical Knowledge (PK) and Content Knowledge (CK). He believes that the combination of PK and CK was needed to teach, while PCK from teachers was important to create meaningful learning for students. PK is a teacher's ability related to methods and processes which include knowledge about class management, assignments, teaching planning, and knowledge of learners, CK is the basic ability of teachers to master learning material, and PCK is a special knowledge that teaches students with certain content according to the learning strategy (Imaduddin. M, 2014).

PCK can be considered as a knowledge of pedagogy that applies to certain learning of content. It includes how a teacher teaches a subject by using what he knows about the subject, what he knows about the learner, the curriculum

related to the subject and what is believed to be a good way of teaching in that context.

English as one of the subjects in high school in Indonesia and a foreign language. Certainly, it is a challenge for a teacher to teach a language that is not the first language to them. Therefore, In teaching English the teacher is required to understand the content to be delivered and also the right teaching technique so that students are easy to understand and can apply it either in spoken or written. Students will understand more easily if they are given examples or analogy rather than only given various grammar structure or contexts. Here is the PCK of a teacher will be very helpful in the process of delivering effective lessons. But it needs to be understood also that each teacher has a different PCK because the PCK is derived from the experience and knowledge of different Pedagogical Knowledge and Content Knowledge.

From that case, the writer wants to see how English teachers in applying their pedagogical content knowledge in teaching certain content in English also to find out what the does problem teacher face while teaching applying PCK.

There is some previous study related to the research. The previous proves that it is important for teachers to provide themselves sufficient knowledge of curriculum as it provides teachers with the objectives the learners should attain. Faisal (2015) claim knowledge about learner and subject matters are something teachers should considerate in teaching, also teachers who have sufficient

knowledge of pedagogical knowledgeable to help the students to achieve intended instructional objectives through effective and meaningful learning activities.

Another study from the experiment conducted on teachers and primary school students in Yogyakarta, Indonesia by Maryani and Martaningsing in 2015 reveals there is a correlation between Pedagogical Content Knowledge (PCK) with students' learning motivation.

The researcher takes place SMP Global Islamic Boarding School (GIBS) Banjarmasin as the location for the research base on the pre-observation the writer have done in the school and thinks it is eligible to be a place of this study because already saw how the teachers apply PCK in some subjects (math and biology) but find it is not easy to apply PCK in teaching English as the writer taught in her teaching practice. Also, GIBS knew as one of the schools that strongly emphasizes the application of PCK in the teaching and learning process. Thus, the school is very active in conducting introductory workshop and training on PCK so that teachers can deepen their knowledge about PCK and can apply it in the classroom.

In line with that statement, the writer would like to design the research in title **“TEACHER’S PEDAGOGICAL CONTENT KNOWLEDGE (PCK) IN TEACHING ENGLISH”**

B. Research Questions

According to the background of the study and the title decided, there are some questions which focus on the problem of this research:

1. How is the application of the pedagogical content knowledge (PCK) in teaching English class for VII graders at SMP Global Islamic Boarding School Banjarmasin?
2. What problems do teachers face in applying Pedagogical Content Knowledge (PCK) in teaching English class for VII graders at SMP Global Islamic Boarding School Banjarmasin?

C. The objective of the Study

The purposes of this research are:

1. To know how is the application of the pedagogical content knowledge (PCK) in teaching English class for VII graders at SMP Global Islamic Boarding School Banjarmasin.
2. To find out what problems do teachers face in applying pedagogical content knowledge (PCK) in teaching English class for VII graders at SMP Global Islamic Boarding School Banjarmasin.

D. Significances of Study

This research intends that the research would give a contribution as follows:

1. As information of how the use of Pedagogical Content Knowledge applied in English class at SMP GIBS Banjarmasin.
2. As an Input for the English teachers about the use of Pedagogical Content Knowledge, this can enlarge their knowledge on this topic.
3. As a reference for other researchers to conduct other research in the same field.

E. Definition of Key Terms

Teachers : English Teacher who teaches in SMP GIBS Banjarmasin

Pedagogical Knowledge : The teacher's deep understanding of the processes and practices or method of teaching and learning.

Content Knowledge : Refers to English as the subject subject-matter that a teacher is responsible for teaching.

Pedagogical Content Knowledge : Combination of knowledge about how to teach (Pedagogy) and knowing about English (Content).