

**EXPLORING JUNIOR HIGH SCHOOL ENGLISH  
TEACHERS' PEDAGOGICAL KNOWLEDGE IN SOLOK  
REGENCY**

**THESIS**

*Submitted as a Partial Fulfillment Requirement to Obtain Bachelor of Education  
(B. Ed) in English Language Education Program*



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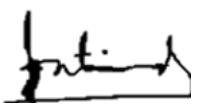

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## ABSTRAK

**Yunisari, Caca. 2022. “Exploring Junior High School English Teachers’ Pedagogical Knowledge in Solok Regency”. Thesis. Fakultas Bahasa dan Seni. Universitas Negeri Padang.**

Guru adalah kunci utama yang secara sistematis merencanakan, mengatur, dan mengevaluasi kegiatan kelas yang berfokus pada keterampilan siswa. Peran ini harus dikuasai oleh guru sebagai pengetahuan pedagogis teoritis dan praktis. Oleh karena itu, tujuan dari penelitian ini adalah untuk mengetahui tentang pengetahuan pedagogik guru bahasa Inggris SMP. Dalam mengumpulkan data, peneliti menggunakan desain deskriptif kualitatif. Dalam penelitian ini, ada empat guru sebagai partisipan penelitian. Setiap partisipan dipilih berdasarkan teknik selektif atau judgement sampling. Mereka adalah guru dari SMPN 1 Lembang Jaya, SMPN 2 Gunung Talang, SMPN 2 Danau Kembar, dan SMPS Al Madinah. Dalam pengumpulan data, peneliti menggunakan dua instrument, yaitu analisis dokumen dan observasi. Setelah itu, peneliti menganalisis melalui analisis isi dan analisis berbasis tema. Hasil penelitian adalah bahwa guru sudah mencerminkan pengetahuan pedagogis dalam rencana pelajaran dan kinerja mengajar mereka. Namun, dalam mempersiapkan pelajaran, guru perlu lebih memahami tentang mengembangkan pendekatan dan metode pengajaran untuk melakukan prosedur pengajaran. Selain itu, dalam pelaksanaan dan evaluasi pembelajaran dalam RPP, sebagian besar guru tidak mengajar sesuai RPP meskipun masih membuktikan bahwa komponen sub-utama pengetahuan pedagogik lainnya tercermin dalam kinerja mengajarnya. Oleh karena itu, pengetahuan pedagogik guru SMP masih membutuhkan pelatihan lebih lanjut dalam mempersiapkan pelajaran, pelaksanaan, dan evaluasi.

**Kata kunci:** *Guru, Pengetahuan Pedagogi, Perencanaan Kegiatan Pembelajaran, Pengimplemtation Kegiatan Rencana Pembelajaran, dan Asesmen.*

## ABSTRACT

**Yunisari, Caca. 2022. “Exploring Junior High School English Teachers’ Pedagogical Knowledge in Solok Regency”. Thesis. Fakultas Bahasa dan Seni. Universitas Negeri Padang.**

Teachers are the leader who systematically plans, organize, and evaluate the class activity, focusing on students’ skills. This role has to be mastered by teachers as theoretical and practical pedagogical knowledge. Then, this research aimed to find out about junior high school English teachers’ pedagogical knowledge. To obtain the data, the researcher used a descriptive qualitative design. In this research, there are four teachers involved as participants of the research. Each participant was selected based on a purposive or judgmental sampling technique. They were a teacher from SMPN 1 Lembang Jaya, SMPN 2 Gunung Talang, SMPN 2 Danau Kembar, and SMPS Al Madinah. In collecting the data, the researcher collected the data from school documents and observations. Then, the researcher analyzed them through content analysis and theme-based analysis. The result of the research was teachers already presented their pedagogical knowledge in lesson plans and teaching performances. However, in preparing the lesson, teachers need to understand more about deciding on teaching approaches and methods that aim for conducting teaching procedures. Furthermore, in implementing and evaluating the lesson plans, teachers primarily did not teach based on their lesson plans. The data presented that 3 teachers’ reflected the teachers’ sub-major components of pedagogical knowledge during their teaching performances. Hence, junior high school English teachers still need more training their pedagogical knowledge for preparing the lesson, implementing, and evaluating.

***Keywords:*** Teachers, Pedagogical Knowledge, Preparation of Class Activity, Implementation of Class Activity, and Assessment

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Research**

Teaching and learning activities need teachers as the primary role. The role of teachers in education systems is to achieve educational goals. It cites in the National Education System Law (No). 20 of 2003 national education aims to develop the nation's character-building skills. Furthermore, the aims focus on educating and developing students' potential to be humankind. Being good humankind, the students have to believe and fear God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

To achieve goals, the teachers must be capable of fulfilling the learning objective for helping the students enhance their skills at the end of the lesson. These are the reason why teachers take a significant role in educational systems. With this inline, teachers need to decide what students need to know or are capable of doing something for better quality. In addition, teachers' main role in facilitating students to learn in various ways (David, Paul & Donald, 2009) of teaching is to improve themselves. Similarly, teachers help students gain knowledge in school to be capable of doing something for their future.

Moreover, in helping the students to learn, the teachers have to understand the demands of the curriculum as follows: (1) comprehend the material about what

should be taught to the students, (2) focus on the instruction that helps the students to solve their learning difficulties, (3) achieve a better academic achievement, (4) build their humankind to create better social friendship (Campbell et al., 2004). These are the teachers' competencies in teaching. Also, Merriam Webster dictionary states that competency is an ability or skill. Indeed, the teachers should have abilities to understand the demands of the curriculum as their competencies for teaching the students.

To improve those competencies, the teachers must prepare themselves with a teaching strategy. It aims to achieve learning objectives before coming to the classroom. In Kaur (2019), teachers with a good understanding of education and good management in teaching activities will have a better impact on the students – understand their abilities and know-how to improve their capability – as human beings in society. As explained above, teachers should have good competencies to develop a good education and see their quality in teaching the students to be a good society.

In improving competencies, the teachers should understand the use of Technological, Pedagogical, and Content Knowledge (TPACK). It reveals by the education ministry that helps in building teachers' competency starts from mastering the use of technology, the content of the material, and how to teach the material in the classroom. Then, the TPACK should also be implemented in teachers' lesson plans as a guideline for teaching activities. Based on the explanation above, the researcher finds that in every lesson plan, starting from

junior high school until senior high school the TPACK should be included in the lesson plan as the foundation for teaching activities.

According to Mishra & Koehler (2006), the frameworks of TPACK include three major elements such as technological knowledge (TK), pedagogical knowledge (PK), and content knowledge (CK). Also, they develop the intersection between those three elements. Those are pedagogical content knowledge (PCK), technological pedagogical knowledge (TPK), and technological content knowledge (TCK). Each knowledge should be understood and mastered by the teachers because those are alternative solutions and a fundamental framework in teaching and learning activities. Furthermore, TPACK, as an alternative solution and fundamental framework, is to know the teachers' knowledge in preparing the lesson plan and its implementation. If the teachers cannot develop a good lesson plan, they cannot organize the learning activities excellently. As a result, teaching and learning activities cannot be done effectively.

However, teachers can avoid ineffective teaching and learning activities by considering using TPACK (Mishra & Koehler, 2006); the teachers have to understand the main purpose of TPACK elements. Each of them is the technological knowledge that has to integrate the use of technology into a lesson plan for learning activities. Then, content knowledge must be credible with the material. Lastly, pedagogical knowledge is teaching the content using the technology itself. In conclusion, technological, pedagogical, and content knowledge is important in teaching and learning activities.

To be specific, a framework of TPACK determines the quality of the teachers in implementing the methods of teaching and learning activities (Misha & Koehler, 2006). To this end, it will gain high-quality further education developments (Kavanoz, 2006). It happens because teachers are capable of leading the classroom activities. Then, it produces a good interaction between herself[himself] and the students who are more accurate and know the appropriate language (Hedge, 2011).

In contrast, the researcher observed that one of the English teachers did not find accuracy when doing teaching practicum in SMP Al Madinah, supervised by the supervisor from The Educational Institution in Solok Regency. The researcher observed the teacher's advisor during the supervision activity. As a result, the researcher found that the teacher could not do it well and made some mistakes. The first mistake is that the teacher only frequently called the same students during teaching and learning activities despite the fact that there were 28 students in the classroom. Then, the researcher also found that the teacher was less eyes contact with the students. It happened because the teacher rarely saw the students sitting on her right side. Lastly, the teacher forgot to say the learning objective in pre-teaching. Hence, those mistakes were also said by the supervisor from the educational institution after the lesson activities.

Also, the researcher interviewed the teachers in SMP Al Madinah. They knew about TPACK but did not know its aims of TPACK. Indeed, it will affect teaching and learning activities, especially Pedagogical Knowledge (PK). To be

specific, pedagogical knowledge (PK) is a method of teaching done by teachers that start by planning, implementing, and evaluating a lesson (Sanjaya, 2007). Furthermore, planning the lesson deals with a lesson plan. However, the researcher read the teacher's lesson plans and found that the teacher only used the same method and approach of teaching for sixteen meetings. Those happened because a teacher did not know the theory of pedagogical knowledge. They will directly impact the quality of teaching (Slavin, 1991, cited from Haron et al., 2021).

Based on the explanation above, some teachers teach differently from the lesson plan while teaching performance in some stages. This also states by Wahyu et al. (2021) that teachers' teaching performance is already well performed but still needs more training about the learning stages. Implementing the lesson plan is one of teachers' pedagogical knowledge. With this in mind, the understanding of pedagogical knowledge is still lacking. It has to be investigated deeply to prevent the issue that other teachers will teach differently from a lesson plan whether the teachers in other schools are less understanding about pedagogical knowledge (PK) or more comprehensible about it.

Moreover, Slavin (1991) in Haron et al. (2021), argues that achieving a high level of pedagogical knowledge (PK) will give effective teaching activities later. Indeed, the researcher tries to know if those problems exist only in SMP Al Madinah or other junior high schools, especially in Solok Regency. Furthermore, some researchers have already researched teachers' pedagogical knowledge (PK).

One of the investigators is Gatbonton's (2016) research investigating the experienced ESL teachers' pedagogical knowledge. This research carries out a comparison between experienced and novice teachers through their understanding of pedagogical knowledge. The research sees the preponderance of teachers in the classroom. Furthermore, Velasco & Cárdenas (2020) also investigated about exploration of chemistry teachers' general pedagogical knowledge from self-reflection. The goal of this research is to investigate the professors of the chemistry department utilized pedagogical knowledge. Specifically, the investigation carries out through self-reflections that the professors respond about themselves by applying the concept of general pedagogical knowledge.

In conclusion, other researchers have already done research on pedagogical knowledge. Most of them also investigated teachers' pedagogical knowledge. However, the research subjects highly have strong education or language programs. The difference between ESL and EFL teachers in using English is a big gap in how they teach their students. Specifically, ESL teachers and students are already familiar and common in using English in the daily life. Teaching someone who already knows how to use the language differs from teaching someone who does not know anything about English. However, the researcher wants to investigate the EFL junior high school teachers in Solok Regency, not ESL teachers or professors in other fields. Hence, the students' competencies after being taught by ESL and EFL teachers are different. Finally, in this research, the researcher explores EFL teachers' pedagogical knowledge (PK) as one of the

TPACK frameworks deeply to know whether EFL junior high school teachers' pedagogical knowledge is reflected in their teaching and learning. Pedagogical knowledge is one of fundamental knowledge in teaching students for better competency later. Based on the statement, the researcher came up with a research title "EXPLORING THE USE OF PEDAGOGICAL KNOWLEDGE IN ENGLISH LANGUAGE TEACHING BY JUNIOR HIGHSCHOOL TEACHERS IN SOLOK REGENCY."

#### **B. The Focus of the Research**

Based on the background above, the research focuses on exploring junior high school English teachers' Pedagogical Knowledge (PK) in English Solok Regency.

#### **C. Formulation of the Problem**

According to the focus of the research, the researcher formulates the problem as "What is junior high school English teachers' Pedagogical Knowledge (PK) in Solok Regency?"

#### **D. Research Questions**

Based on the background of the research above, the researcher formulates the research questions to

1. How is pedagogical knowledge reflected in EFL teachers' lesson plans?
2. How is pedagogical knowledge reflected in EFL teachers' teaching performances?

### **E. Purpose of the Research**

The purpose of this research is to find out junior high school English teachers' pedagogical knowledge.

### **F. Significance of the Research**

This research has two significant problems, which are divided into two types, those are theoretical and practical of the research. The researcher explains as follows:

#### 1. Theoretical Significance

In this study, the theoretical significant aims to know about junior high school English teachers' Pedagogical Knowledge (PK).

#### 2. Practical Significance

##### a. Teachers

In this study, the researcher hopes teachers' Pedagogical Knowledge (PK) as one of the TPACK frameworks in teaching English is more reflected in lesson plans and classroom activities by using appropriate teaching approaches and methods.

##### b. Researcher

In this research, the researcher hopes other researchers explore more about EFL teachers' perception and understanding of TPACK on the integration of TPACK in teaching English with other topics such as EFL teachers' acceptance of the integration of the Pedagogical Knowledge (PK) framework as an important aspect of TPACK.

## **G. Definition of Key Terms**

### 1. TPACK

Misha & Koehler (2006) states that TPACK is an approach that has three basic elements and each of the elements is correlated. Those three elements are technology, pedagogy, and content.

### 2. Pedagogical Knowledge (PK)

Shulman (1986) states that pedagogical knowledge (PK) is the ability of the teacher on how they teach the students.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The researcher concludes the result of the study with the data analysis and discussion explained in the previous chapter. The junior high school teachers reflected pedagogical knowledge (PK). They presented the pedagogical knowledge framework in their lesson plans and teaching performances. Specifically, it made the teachers explore their knowledge more to add various improvisation in designing a lesson, way of teaching, and assessing the students. In preparing the lesson, most teachers use different approaches and methods of teaching language. This showed a positive result: they designed the lesson plan using pedagogical knowledge without leaving behind the 2013 Curriculum instruction. Also, they were able to perform the learning stages with classroom management and assessment session. However, some improvements need for the teaching performances due to not all the full implementation of the learning stages. This case especially happened the whilst-teaching.

#### **B. Suggestion**

After the investigation done by the researcher, there are still some suggestions that should be added for the teachers and following researchers. First, the teachers should be able to manage time while teaching in the classroom. As a short description, the students not learn English only at school but also in other school subjects. Each

subject has time for learning and has to be followed by the teachers. Hence, the teachers should have good time management for teaching students in pre-teaching, whilst-teaching, and post-teaching. Also, they expected to be able to manage the chaotic situation when they happened before, during, and after the learning activities. Hence, it will not affect the conducive classroom learning situation.

Second, the researcher expects many explorations or research about pedagogical knowledge (PK) from English teachers. It can help to know the quality of teachers in the future because pedagogy is one of the main knowledge areas that should be understood and well implemented by the teachers. Research about teacher-student's proximity during the class activity (teacher-student's relationship) is not significantly. Also, there is still little research on teachers' pedagogical knowledge and their problem of theirs. Hence, the next researchers will also be able to find other alternative solutions and suggestions for the next pedagogical knowledge research which will be conducted in the future.

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