

CHAPTER I

INTRODUCTION

This chapter presents a discussion of some of the issues related to the topic of study. It consists of research background, research problem, research focus, objectives of the research, significance of the research, research assumption, scope research and definition of terms.

1.1 Research Background

Pre-service English teachers are students who are prepared to teach in educational units with competencies in accordance with the applicable curriculum in Indonesia. In the world of education, the role of the teacher is one of the most important roles in the learning process because the teacher must be able to guide and direct students. Teaching is a complex profession; it is also challenging where teachers have to meet various social and intellectual demands (Zulfikar, 2010). Reported by CNN Indonesia coverage stated “Rhythia in the release of a World Bank survey regarding learning lost due to the Covid-19 pandemic in Indonesia over the past 1.5 years. He said that the quality of Indonesian teachers, starting from competence and teaching ability, had quite low performance. The quality of teachers in Indonesia is still relatively low for developing countries and it is necessary to improve the quality of teachers in the future for the progress of the Indonesian nation.

A professional teacher means being able to master the material, structure, and concepts of the subject being taught, being able to compile and develop the subject matter being taught creatively, being able to improve and develop academic qualifications on an ongoing basis, and being able to utilise information and communication technology (Zulfitri et al, 2020). Pedagogical knowledge is the teacher's specific knowledge in creating and facilitating an effective teaching and learning environment for all students, regardless of subject matter (Jacob et al, 2020). Teacher prospecting or continuous professional development is an important element for introducing environmental education (EE) in schools (Alvarez, 2015). Pre-service English teachers are prepared to improve the quality of teaching and replace teachers who have resigned as well as

provide the latest innovations in the world of education to create a generation of people who have quality with international standards. To improve the quality of Indonesian teachers by conducting training for pre-service English teachers on a regular basis to convey them to have better quality than before and improve the quality of future teachers. Preparing pre-service English teachers is very important and determines the progress of education in Indonesia, therefore pre-service English teachers must have competencies that need to be developed during the education period and improve skills related to the teaching profession and be able to develop innovations in learning models that will suit the needs or material to be presented.

According to Jacob et al (2020) argue that teaching subjects is a very complex cognitive activity in which teachers must apply knowledge from various domains. Understanding and reducing the complexity of teaching in the classroom produces appropriate teaching strategies and methods. The basic task of being a pre-service English teacher is to choose, modify, or create more effective teaching strategies in the classroom and determine what methods will be used to teach in the classroom. Before fulfilling the basic task of pre-service English teachers, it is to understand what applies in that year in order to maximize knowledge about teaching and be able to prepare relevant teaching methods. This understanding is not enough if it is not matched by an increase in competence in the pre-service English teacher. Pre-service English teachers must master pedagogical competencies in order to create learning strategies that are more effective than before and are able to develop innovations in teaching, as well as become examples for other pre-service English teachers. Therefore, before becoming a teacher, pre-service English teachers must have the wisdom of the expert knowledge of some of the pre-service English teachers who have it.

Quoted from the article "Knowledge and Teaching, Foundations of The New Reform" by Shulman (1987), categories of the knowledge base, include: content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational context, knowledge of educational end, purposes, and values, and their philosophical and historical grounds. This representation of PCK considers the relationship between PCK

and practice to be largely congruent, because in this PCK is seen as a form of personal knowledge that is embraced in teaching and teaching planning (Doyle et al, 2019). With the existence of pedagogical content knowledge, it can help prospective teachers to facilitate the teaching process in the classroom. If these prejudices are misconceptions that often occur, then the teacher needs knowledge of the strategies that are most likely to be useful in teaching students' understanding again, because students' understanding may not appear directly in front of them like a blank blackboard (Shulman 1986). Therefore, before becoming a teacher, pre-service English teachers are expected to take the Teacher Professional Education program to explore what competencies must be mastered, in this context only talking about PCK. The program is able to make some teachers' implicit knowledge more explicit and conceptual, build confidence, broaden the knowledge base and be able to take the necessary steps in professional development and become the best teacher they can be (Nind, 2020; Sariçoban & Kırmızı, 2020).

In previous studies, there were two main foundations for this research, namely Nind (2020); Sariçoban & Kırmızı (2020). Sariçoban and Kırmızı (2020) focus on the real manifestations of PCK in classrooms and are carried out by prospective teachers during the practicum process with findings showing that prospective teachers fail to see the importance of effective time and knowing student skills, Nind (2020) while methods teachers may not be able to cite educational theorists information their work and may not read about pedagogic effort of others, they do have working theories about how their social science research methods should be taught. With this statement, it makes the basis for minimising the possibility of pre-service English teacher competencies that are not sufficient to teach in class. If assume that the low level of PCK that can be obtained from the results of teaching in class, then the role of the teacher will be more clearly at stake in his ability to teach in class. There are certain common sense considerations regarding the normal and standard result criteria mentioned above. The basic thing is: if a pre-service English teacher wants to provide material to students in learning, the pre-service English teacher must do one of the following two things. First, pre-service English teachers and students limit their relationship between teacher and student so that they only teach according to standards, are conservative, and are not outlandish. Secondly, pre-service

English Teachers are very good and really know the students who are being studied so pre-service English teachers can innovate in teaching methods and take actions that are more adapted to the students. If the relationship between the pre-service English teacher and the student is mediocre, then the pre-service English teacher may accept unconventional suggestions only if he has mature knowledge and experience.

1.2 Research Problem

The formulation of the problem is aligned with the research background as follows:

How are the pre-service English teacher perspective using pedagogical content knowledge in the classroom?

1.3 Research Focus

In relation to the research problem, focusing on the perspective of pre-service English teachers who are currently pursuing Professional Teacher Education at the Muhammadiyah University of Jember.

1.4 Objectives of the Research

In relation to the research problem, the objectives of this research are as follow:
To describe the perspective of a pre-service English teacher when using pedagogical content knowledge.

1.5 Significance of the Research

The results of this study can be used for evaluation materials for researchers.

1.5.1 Theoretical Significance

The results of this research can be used as evaluation material for researchers and pre-service English teachers to improve their perspectives on using PCK in the classroom.

1.5.2 Practical Significance

For pre-service English teachers, This research can be used as a basic reference for teaching in the classroom.

1.6 Research Assumptions

There is a need for research on the perspective of pre-service English teachers to be used as evaluation material in the future with the hope of making teachers professional and able to develop innovations in learning methods.

1.7 The Scope of Research

The scope of this research is to find out the perspective of pre-service English teachers who teach using strategies according to pedagogical content knowledge.

1.8 Definition of Terms

1. Conceptualization of PCK

In the present study, PCK is personal knowledge that includes understanding the learning process to be easy or difficult to understand by students of different ages and backgrounds to facilitate the learning process in the classroom. This was realised by participant questionnaires through the Google Form application. This illustrates how knowledgeable participants are about using PCK in class.

2. Pre-Service English Teacher

In the present study, pre-service English teachers are students who are currently implementing the Teacher Professional Education Program which is a form of further education from the undergraduate program. With the aim of producing pre-service English teachers who have the ability to realise national education goals in accordance with Law number 20 of 2003 article 3, namely developing the potential of students to become human beings who believe and fear God Almighty, have good morals noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.