

CHAPTER 1

INTRODUCTION

1.1 Background of the research

In teaching, there are four competencies that must be possessed by teachers, they are pedagogical competence, personality competence, social competence, and professional competence which are obtained through education life. An actual teaching should not only contain the teacher's skillful demonstration of their knowledge but should also include the ability to guide the students to understand meaningfully the content of the knowledge (Hansen in Kathirveloo, P., Puteh, M., 2014) Therefore, a teacher should have both content knowledge and pedagogic knowledge that called PCK that is an understanding of how particular aspects of subject matter are organized, adapted, and represented for instruction (Shulman in Faisal, 2016). Ultimately, PCK is teacher's ability to integrate the material to be taught and the teaching techniques in order to manage learning becomes more meaningful and effective.

More importantly, candidate of teachers are demanded to gain knowledge effectively to demonstrate in classroom teaching practice. In this case, the faculty of teacher training and education in Universitas Jambi has one program called introducing of schooling environment (*PLP*) to provide and train pre-service teachers to experience as a real teacher for certain time. In English department, *FKIP UNJA*, English students are responsible for teaching practice to prepare them to be a professional teacher. In which they are trained for about 2 month to teach directly at practice school. This teaching practice program is central element

of teacher education program because it provides student teacher first hand experience (Shumba (2007). As a core element that teachers should possess, the knowledge of PCK can help a teacher to evaluate their teaching process to develop their professionalism. As claimed by Apriliyanti (2016) that one possible factor to increase teacher effectiveness in teaching is to enrich their PCK.

Although PCK is regarded as an essential factor to improve English teaching professionalism. Indeed, the implementation of PCK still experienced problems. This is not only encountered by pre-service teachers but also in-service teachers as well. According to the research finding done by Modise (2017) about the challenge of PCK faced by accounting teachers revealed that teachers had problems related to the learners, also subject matter and resources. Besides that research finding done by Aisyah (2017) in "Teaching English faced by English teachers reported that partly coming from student, partly from teachers, and partly from the school's facility. Moreover, the problems faced by the researcher experience during teaching practice deals with teaching strategy, students discipline and limited time schedule. Based on colleagues of the researcher's to their teaching practice experienced, they faced problems students motivation, lack of ICT school's, English time schedule's, the difference students characteristics, inequality between theory and practice, designing lesson plan accordance with the syllabus.

After all, there are many studies investigate the lower understanding of pre-service teachers who are not yet well-prepare to face their first teaching experience. Unfortunately, teacher training and education program does not often provide the chances to let the students practice theories during their education life

and much of what is happening in the classroom taught by pre-service teachers remains unknown. (Santas : 2007, Crookes : 2003), Therefore, teacher training institutions have the duty to be aware of the concerns of prospective teachers and the problems they may face and help them overcome these problems before going to the schools which are the actual environment of application. Based on this issue, there are different problems faced by each participant from each practice school. Therefore, by this research it can cover up what are the most obstacles in performing PCK faced by pre-service English teachers during teaching practice, finally the researcher interest to investigate the problems undergo by pre-service English teachers in display PCK in ELT.

1.2 Research question

To guide this study, the research question is what are the problems of pre-service English teachers in using PCK during teaching practice ?

1.3 The purpose of the research

The aim of this research is to figure out the problems of using PCK faced by pre-service English teachers in their teaching practice.

1.4 Limitation of the Research

This research focuses on the implementation of PCK in classroom practice especially to look over closely problems of pre-service English teachers in display PCK in ELT. The participants were students who have completed their teaching practice program at 7th semester at junior high schools in academic year 2018-2019. The researcher chooses junior high schools because many of pre-service English teachers are allocated in junior high school compared with senior high schools. For this research, the researcher concentrates on 3 components of PCK

which are applicable in ELT of teaching practice program in English practice. They are knowledge of subject matter, knowledge of learners, and pedagogy knowledge.

1.5 Significance of the Research

This research will help to find out the problems undergone by pre-service English teachers in implementing PCK in English classroom teaching practice in which will be significant as evaluation for authorities to look for the solution of the problems and it could be as information that needs to be considered in faculty development that is provide opportunities for pre-service English teacher to teaching practice as much as possible before going to the practice schools. Then, it could be as reflection for the next pre-service English teachers who are going to take introducing of schooling environment (*PLP*) to be aware about the problems and in implementing PCK in ELT they might face during teaching practice and they know what they have to prepare in the future. Additionally, this research is expected to be useful for the next researchers as the preliminary source in the same field.

1.6 Key Terms of the Research

PCK : refers to the knowledge that a teacher has to interpret and transform subject matter to facilitate learner learning process in the most appropriate way (Geddis, et al in Faisal 2016).