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**TEACHERS' PEDAGOGICAL CONTENT KNOWLEDGE  
IN TEACHING ENGLISH DURING COVID 19  
PANDEMIC AT YAYASAN AL FITYAH  
PEKANBARU**

**THESIS**

Submitted to State Islamic University Sultan Syarif Kasim Riau  
in Partial Fulfillment of the Requirements for the Degree of  
Magister in English Education



UIN SUSKA RIAU

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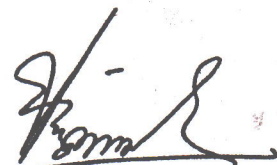
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This thesis is written and intended to submit in partial requirements for the master degree in English Education at Postgraduate Program of State Islamic University Sultan Syarif Kasim Riau. The thesis entitled “Teachers’ Pedagogical Content Knowledge in Teaching English During Covid 19 Pandemic at Islamic Integrated School Yayasan Al- Fityah Pekanbaru”.

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This thesis is intended to complete a partial fulfillment of the requirements for getting master degree of education (M.Pd).

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## ABSTRAK

Abstrak –Tulisan ini mengeksplorasi pengetahuan konten pedagogis (PCK) guru dalam mengajar bahasa Inggris selama pandemi covid 19 di Sekolah Terpadu Islam (SIT). Hal itu sebagaimana diamanatkan dalam Peraturan Nomor 16/2007. Berdasarkan kesamaan komponen PCK dalam pengajaran bahasa Inggris sebagai bahasa asing internasional dan Indonesia, komponen PCK terdiri dari pengetahuan peserta didik, materi pelajaran, pedagogi umum, dan kurikulum. Dalam prinsip analisis isi Indonesia, penelitian ini mengidentifikasi bahwa peraturan ini mendefinisikan dan menurunkan konsep PCK ke dalam apa yang disebut empat kompetensi guru, yaitu kompetensi pedagogik, profesional, pribadi, dan sosial. Hal ini juga mengacu pada gagasan Shulman (1987) konsep PCK, mengkaji pengetahuan guru tentang kurikulum, konten, siswa dan pedagogi dalam mengajar EFL.

Menggunakan pendekatan studi kasus kualitatif, penelitian ini digunakan dalam wawancara semi-terstruktur, observasi kelas dan dokumen untuk menganalisis pengetahuan ini melalui laporan diri dan contoh praktik. Ini melibatkan 3 guru, satu guru mengajar di SD, satu guru mengajar di SMP, dan satu guru mengajar di SMA. Temuan penelitian menunjukkan bahwa pengetahuan konten pedagogis guru dalam mengajar bahasa Inggris selama pandemi covid 19 adalah baik. Penelitian ini menunjukkan persamaan dan perbedaan antara guru selama penerapan PCK di kelas. Penelitian ini juga menemukan tantangan guru dalam mengajar bahasa Inggris selama pandemi covid 19.

**Kata kunci –PCK, Indonesia, ELT, SIT**



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## ABSTRACT

Abstract –This paper explore teachers' pedagogical content knowledge (PCK) in teaching English during covid 19 pandemi in Islamic integrated school (SIT). It as mandated by the Regulation Number 16/2007. Based on the commonalities of the PCK components in international and Indonesian teaching of English as a foreign language, the components of PCK comprise knowledge of learners, subject matter, general pedagogy, and curriculum. In Indonesia content analysis principles, this study identified that this regulation defines and derives the concept of PCK into what it calls teachers' four competencies, namely pedagogical, professional, personal, and social competencies. It is also drawing on the notion of Shulman's (1987) concept of PCK , it examines teacher knowledge of curriculum, content, students and pedagogy in teaching EFL.

Employing a qualitative case study approach, this study used in semi-structured interviews, classroom observations and document to analyse this knowledge through both self-report and instances of practice. It involved 3 teachers, one teacher teach in elementary school, one teacher teach in junior high school, and one teacher teach in senior high school. The findings of the study suggest that teachers' pedagogical content knowledge in teaching English during covid 19 pandemic is good. The present study showed about the similiar and the different among teacher during the implementation of PCK in the class. This study also found teachers' challenge in teaching English during covid 19 pandemic.

**Keywords –PCK, Indonesia, ELT, SIT**

## لخلاصة

الخلاصة، هذا البحث العلمي تستكشف معرفة المحتوى التربوي المعلمين في تدريس اللغة الإنجليزية خلال جائحة كوفيد 19 في المدرسة الإسلامية. على النحو المنصوص عليه في اللائحة رقم 2007/16. استناداً إلى القواسم المشتركة لمكونات معرفة المحتوى التربوي المعلمين في التدريس الدولي و الإندونيسي للغة الإنجليزية كلغة أجنبية، تشتمل مكونات معرفة المحتوى التربوي المعلمين على معرفة المتعلمين و الموضوع و طرق التدريس العامة و المناهج الدراسية. في مبادئ تحليل المحتوى في إندونيسيا، حددت هذا البحث أن هذه اللائحة تحدد و تستمد مفهوم معرفة المحتوى التربوي المعلمين إلى ما تسميه كفاءات المعلمين الأربعة، و هي الكفاءات التربوية و المهنية و الشخصية و الاجتماعية. كما أنه يعتمد على مفهوم شولمان (1987) لمفهوم معرفة المحتوى التربوي المعلمين، و يفحص معرفة المعلم بالمناهج و المحتوى و الطلاب و طرق التدريس في تدريس اللغة الإنجليزية كلغة أجنبية.

باستخدام نهج دراسة الحالة الكمي، تستخدم هذا البحث في المقابلات شبه المنظمة، و الملاحظات الصفية و الوثيقة لتحليل هذه المعرفة من خلال كل من التقرير الذاتي و حالات الممارسة. تضمنت 3 معلمين، مدرس واحد يقوم بالتدريس في المدرسة الابتدائية، مدرس واحد يقوم بالتدريس في المدرسة الإعدادية، و معلم واحد يقوم بالتدريس في المدرسة الثانوية العليا. تشير نتائج البحث إلى أن معرفة المعلمين بالمحتوى التربوي في تدريس اللغة الإنجليزية أثناء جائحة كوفيد 19 جيدة. أوضحت الدراسة الحالية حول ما هو مشابه و مختلف بين المدرسين أثناء تطبيق معرفة المحتوى التربوي المعلمين في الفصل. وجد هذا البحث أيضاً تحدي المعلمين في تدريس اللغة الإنجليزية أثناء جائحة كوفيد 19.

**الكلمات المفتاحية:** معرفة المحتوى التربوي المعلمين، إندونيسيا، الإنجليزية كلغة الأجنبية، المدرسة الإسلامية

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## CHAPTER I INTRODUCTION

This reseach is intended to investigate teachers pedagogical content knowledge in teaching English as a foreign language in covid 19 pandemic at Islamic integrated school Inyayasan Alfityah Pekanbaru. It aims to explore the implementation of teachers pedagogical content knowledge in teaching English, especially in covid 19 pandemic and in one yayasan where there are three level of school such as elementary school, junior high school and senior high school. The first section of this chapter discuss about how importance the applying of teachers pedagogical content knowledge in teaching English. Departing from this issue, the next parts turn to statement of the problem, delimitation of the problem, research questions followed by the objectives and significance of the research, definition of terminologies, and organization of this thesis.

### 1.1 Background of the study

Competency in English language teaching draws on content or subject matter knowledge, teaching skills, and the ability to teach in English – a skill that is usually viewed as influenced by the teacher’s language proficiency. According to conventional wisdom the more one knows of a language, the better prepared one is to teach it. Hence it is commonly assumed that a teacher who is a native speaker of his or her teaching language (English, French, Chinese etc.) Language ability has also been linked to the teacher’s sense of his or her professional identity: ‘For non-native English teachers, language proficiency will always



represent the bedrock of their professional confidence' (Murdoch, 1994: 254; Richard, 2017). Hence, teachers often see improvement in their language proficiency as central to their professional development as language teachers and to their identity as knowledgeable professionals.

Pedagogical content knowledge is very important in determining success in teaching English. Pedagogical content knowledge is one of part from seven categories of knowledge base according to Shulman (1986), they are consist of content knowledge, general pedagogical content knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners, knowledge of educational context and knowledge of educational end. He explained that pedagogical content knowledge can be identified and contributes to the effective teaching of students and their learning outcomes. Grossman (1990) systematized the components of the knowledge base of teachers such as general pedagogical knowledge, subject matter knowledge, the pedagogical content knowledge, knowledge of context. She defines pedagogical content knowledge was anticipated as having the greatest impact on teachers' classroom action.

In normal situation The type of classroom activities proposed in communicative language teaching also implied new roles in the classroom for teachers and learners. Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They were expected to take on a greater degree of responsibility for their own learning. And

teachers now had to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher had to develop a different view of learners' errors and of her/his own role in facilitating language learning. It is become one of challenge for the teachers how to applied this in pandemic situation.

In Indonesia, Pedagogy competence is arranged in the government regulate. It stated in the rule of Ministry of National Education (MoNE) number 16/2007 about teachers competency. The competency of teacher also based on Law Number 14 of 2005 concerning Teachers and Lecturers which states that teacher competence includes pedagogical competence, personality competence, social competence, and professional competence obtained through professional education. Teacher's competence plays an important role in optimizing student potential and improving quality education.

Among those categories of knowledge base, Shulman (1986) showed that pedagogical content knowledge is special interest because it identifies the distinctive bodies of knowledge for teaching. It represent the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and preseted for instruction. pedagogical content knowledge is a teacher's understanding how to help students understand specific subject matter.

Recent empirical educational research has started to assess teachers pedagogical knowledge and provides evidence that pedagogical content

knowledge become a skills how teachers can be successfull in teaching learning process especialy in English subject for foreign language (e.g., Shulman,1986; Grossman, 19901; J.G Newsome,1999). They stressed the importance of pedagogical content knowledge and its role in transforming the subject matter into a more comprehensible and accessible form.

Nowdays, the process of applying pedagogigal content knowledge in the teaching learning process is very unic and different. Because in the world, including Indonesia is occuring in covid 19 pandemic situation. Commonly, teachers applied their pedagogical content knowledge in the school directly with their students. In covid 19 pandemic, the activity of teaching learning process have changed.

COVID-19 is the disease caused by SARS-CoV-2, the coronavirus that emerged in December 2019. And for teaching process directly in the school stoped from march 2020. COVID-19 can be severe, and has caused millions of deaths around the world as well as lasting health problems in some who have survived the illness. The coronavirus can be spread from person to person. It is diagnosed with a laboratory test. COVID-19 vaccines have been authorized for emergency use by the U.S. Food and Drug Administration, and vaccination programs are in progress across the U.S. and in many parts of the world. Prevention involves physical distancing, mask-wearing, hand hygiene and staying away from others if you feel sick. Physical distancing made some regulation change in teaching learning process.

Teachers and students can not meet each others in one place such as in the scholl or in the university. Because covid 19 virus forces people to do social distancing. It is according to circular letter Number 15 of 2020 20 about learning implementation guidelines from home in the emergency of the spread of corona virus disease (covid-19). The ways for teachers in teaching english in the class must be changed by using online class. Teachers can not explain the lesson directly, but they must use part of ICT (Information communication technology) such as: handphone, computer, etc. In this case, teachers can use some application, like telegram, whatsapp, googleclassromm, youtube, etc to help them can connect to the students. In normal situation, teachers have their own challanges in applying of pedagogical content knowledge. Moreover in covid 19 pandemy, teachers need more attention how to apply pedagogical content knowledge in online class because it is become new experience. Hence, it is necessary to identify what are the significant issues related to English teachers pedagogical content knowledge in teaching English during covid 19 pandemic.

Pedagogical content knowledge during covid 19 pandemic is applied by the teacher in all types of school such as government school, general private school and also Islamic integrated school which is under one foundation. Islamic integrated school is one of new phenomenon where its existence is increasing and emergence. There are some levels of education in one foundation at Islamic integrated school such as kindergarten, elementary school, junior high school and senior high school. This research will try to explore new side of applying pedagogical content knowledge in Al Fityah Islamic integrated school especially



by English teachers. Al Fityah Islamic integrated school has its own criteria and uniqueness because there are three different level school in one foundation field which will influence teachers in applying pedagogical content knowledge.

## 1.2 Statement of the Problem

The concept PCK has spread all over the world. It made scholars draw attention to the unique professional experience that is characteristic for teaching, and it allowed to make a distinction between teaching and other professions (Kind, 2009; Evens, et al., 2016). Richards et al. (1995) showed a positive effect of teaching experience on PCK. These findings are similar to the findings of the ascertaining studies on PCK development.

In the scope of foreign (FL) and second languages (L2), research on PCK is scarce (Atay, Kaslioglu, & Kurt, 2010; Johnston & Goettsch, 2000). Nevertheless, PCK is considered as a useful frame of reference for examining the knowledge base of (pre-service) FL/ L2 teachers (Richards, 1998). Johnston and Goettsch (2000) claimed that language teaching is not only a linguistic, but also an educational enterprise, which makes PCK an essential perspective while studying FL/L2 teaching.

Mike Metz (2018) has demonstrated the importance of reframing PCK for critical language teaching. The importance of valuing student knowledge in interaction with linguistic content knowledge and knowledge of critical language pedagogy. He found that still any some of teachers didn't apply PCK in the classroom where they still underestimate their student and it was conducted in urban area and in high school level. Moradkhani (2013) did the research in 7

teachers in Croatia Universities, and he found that the teachers compile their teaching materials consulting various available resources but rarely cooperate with their specialized course colleagues despite recognizing the importance and fruitfulness of such cooperation.

Many researches model PCK as an issue like Pedagogical Content Knowledge as a tool to understand and develop teachers' competences (e.g. Rosa Maria Sperandio-Mineo, 2010; Marie evens, 2016; Faisal, 2015), Investigating English Teachers' Awareness of Pedagogical Competence and its Effect on Students' Language Learning (e.g. Ghasem Aghajanzadeh Kiasi, 2018; Sigrun Gudmundsdottir, 2014) and Indonesian ESL Teachers' Pedagogical Content Knowledge (PCK) in Responding to the Curriculum Changing (e.g. Bitu Dwi Rahmani, 2017; Morshed Salim Abdullah Al-Jaro, 2017). There are some researches that really close to my research topic which the title about teachers' pedagogical content knowledge conducted in overseas.

All research above have done in some country in the world. But In Indonesia, according to writer researching in two kinds of foreign language journal that already admit such as journal from the association for the teaching of English as a foreign language in Indonesia (TEFLIN) from Malang university and Indonesian journal of applied linguistics (IJAL) from Universitas Pendidikan Indonesia still rare to find research about teachers' pedagogical content knowledge. In TEFLIN journal writer found only in 2016, any journal talked about language pedagogy where the participant was taken from Thai teacher (<http://journal.teflin.org/>). In IJAL, writer found one of kind of research about

understanding writing teachers' technological pedagogical content knowledge where the participants were five teachers from Singapore (<https://ejournal.upi.edu/index.php/IJAL/index>). Writer did not find a research about teachers' pedagogical content knowledge in teaching English as foreign language where they teach in Islamic Integrated School and in covid 19 pandemic situation, more over in Riau province. So, that's why this reseach is very important to do. Theoretically, there are two gaps in this research.

1. In covid 19 pandemic situation, how teachers must teach student with online process. Teacher need to mantain their performa especially in applying pedagogical content knowlege in teaching English for foreign language where teachers and students can not meet each other in the class for long time where this situation never happen before in Indonesia.
2. Many studies have been conducted to investigate how pedagogical content knowledge influence teachers' activities in the classroom, but many of them actually carry out in the university especially for pre service teacher. In this research, writer take three experience teachers from different level integrated Islamic school start from primary scholl, junior high school and senior high school but stiil in one foundation. The research will do in one kind of foundation. Probably, there are some similiarities in teaching because they stated in one foundation and one environment. And also will any different because each teacher teach for each different level school.

Considering the context described above, the importance of applying pedagogical content knowlege in teaching English and its' potential to contribute



to advancement of Indonesia education. However, two important issues need to be explored further are (1) in order to provide a better understanding of the state of teacher's implementation about their pedagogical content knowledge in teaching English as foreign language during covid 19 pandemic at Islamic integrated school and (2) the challenges that face by English teacher in applying pedagogical content knowledge in teaching English as foreign language in covid 19 pandemic situation.

### 1.3 Delimitation of the problem

There are three process that teachers do in applying pedagogical content knowledge. The first teachers must prepare of mastery basic of teaching skills, including planning skills such as in making lesson plan, sillabus, etc. The second, teachers manage classroom activity or apply teachers' pedagogical content knowledge in teaching learning process , do improvisational skills, motivational skills in the class and the last about questioning skills such as make some assessment or evaluation for students after in the last sesion of study. As teachers develop classroom experience, these skills are incorporated into a personal theory of teaching and learning, which Yinger (1979; Richard, 1995) describes as a personal perspective, an implicit theory and conceptual system, or a belief. Teachers develop working principles which represent their understanding of how effective teaching is achieved (Richards, 1995).

In line with the identification of the problems, the focus of the research is in teachers learning process how English teachers' apply their pedagogical content knowledge in teaching English as foreign language, the process of how teachers

apply their pedagogical content knowledge in teaching learning process during covid 19 Islamic Integrated School Yayasan Al Fityah Pekanbaru. Due to limited time, cost and circumstances, the research only will be conducted in teaching process when teachers apply their pedagogical content knowledge in teaching English. And also to get deep insight research focus on the process of applying pedagogical content knowledge in teaching English as a foreign language.

#### 1.4 Research questions

The problem of this study are formulated into following research questions:

1. How did English teachers apply their pedagogical content knowledge in teaching English as a foreign language during covid 19 pandemic at islamic integrated school Al Fityah Pekanbaru?  
In what ways is the application of pedagogical content knowledge different and similar among teachers who teach English at elementary school, junior high school, and senior high school at Yayasan AlFityah Pekanbaru?
2. Were there any challenges that faced by English teachers in applying their pedagogical content knowledge in teaching English as a foreign language during covid 19 pandemic at islamic integrated school Al Fityah Pekanbaru?  
Why did/ did not the chalengges appear in the teacher' aplication of their pedagogical content konwledge in teaching English as a foreign language during covid 19 pandemic at islamic integrated school Al Fityah Pekanbaru?

## 1.5 The Purpose and the Objectives of the Research

This study aimed to achieve the following objectives:

1. To explore the process of English teachers in implementation of pedagogical content knowledge in teaching English during covid 19 pandemic.
2. To identify the challenge that English teacher face in implementation of pedagogical content knowledge in teaching English during covid 19 pandemic.

## 1.6 The significance of the study

This study will contribute to the school about how teachers exactly must improve their pedagogical content knowledge in teaching English process. Moreover, the finding will reveal our understanding of the importance of pedagogic content knowledge.

The result of the study may help educators understand the most specific topics difficult to learn, the prior concepts students bring to learn the concepts and teaching strategies design to this specific teaching situation. In addition, this study will provide useful insights into improving and increasing a meaningful pedagogic content knowledge, and improving the quality as an English teacher especially during covid 19 pandemy.

The findings from this research to make a meaningful contribution to the schools, especially in Islamic integrated school.. This research can contribute about how to keep the quality and competency of teachers both in subject knowledge and in pedagogical knowledge so that the quality of education can improve for better future.



## 1.7 The definition of key term

1. *Pedagogical content knowledge*. Shulman (1987, p.8) defines “Pedagogical content knowledge is the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners and presented for instruction”. It means that teachers must understand about the knowledge how to represent and to formulate the subject that make it comprehensible to others.
2. *Covid 19 pandemic*. In the site of World Health Organization (<https://www.who.int/>) inform that Covid 19 pandemic is an ongoing pandemic of coronavirus disease 2019 (COVID-19) caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). Pandemic means an outbreak of a disease that attacks many victims, simultaneously in various countries. Meanwhile, in the case of COVID-19, the world health agency WHO has declared this disease a pandemic because all citizens of the world have the potential to be infected with the COVID-19 disease.
3. *Islamic integrated schools*. According to JSITIndonesia.com that Islamic integrated schools are organized by combining Islamic values and teachings in curriculum building with an effective learning approach and optimal and cooperative involvement between teachers and parents, as well as the community to foster the character and competence of students. In the implementation of learning subject, teachers not only talk or explain

about the lesson it self, but how to integrate the lesson with value of Islam in students daily life. So that students can get the wisdom from the lesson.

### 1.8 Organization of thesis

This thesis is organized as follows. Chapter I, Introduction, presents the general background information on the study, the statement of problem, limitation of the problem, the purpose and the objectives of the research, research questions, the significance of the study, definition of key terms, and organization of the thesis. Chapter II, literature review, presents a general review of relevant literature and previous research related to this study. This chapter discusses general concepts of pedagogical content knowledge (PCK). It also discusses the concept of PCK that must be applied in the class. Chapter III, methodology, presents the arguments and justification of the selection of research design, methods of data collection, research instrument, participants and location of the research, and data analyses. Chapter IV, Result and Discussion, devotes to presentation and discussion of the study's findings. Chapter V, Conclusion, delineates on restatement of results, limitation of the study and implication for future research.

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## CHAPTER II

### LITERATURE REVIEW

This chapter reviews study related to teachers' pedagogical content knowledge in teaching English as a foreign language. The first section of this chapter presented about understanding pedagogical content knowledge (section 2.1). The first section is divided into two broad themes. The first theme contain the explanation from the expert about pedagogical content knowledge in teaching English. This theme discussed in sub section 2.1.1, explore five experts who talk about pedagogical content knowledge. The second theme (sub-section 2.1.2) present a review of reseaching pedagogical content knowledge. The second section, presented in section 2.2 is a review of pedagogical content knowledge in Indonesian and Islamic integrated school. The third section (2.3) about related study of this research. Finally, a summary of this chapter highlighting the major issues to be considered in exploring teachers pedagogical content knowledge in teaching English is presented in section 2.4.

#### 2.1 Understanding Pedagogical Content Knowledge

Pedagogical content knowledge become one of knowledge base (Shulman, 1987, p. 8) that must be mastered by the teachers in applying their activity in learning process in the class with their students. In an attempt to provide a comprehensive concept of pedagogical content knowledge, a discussion on how pedagogical content knowledge are defined by the experts is presented in following sub-section.



### 2.1.1 Pedagogical content knowledge from five different expert

#### A. Pedagogical content knowledge by Shulman

Shulman defined pedagogical content knowledge as the knowledge of how to teach within a particular subject area. It enables teachers to ease the learning for students through use of clear explanations, appropriate analogies and presenting learning in interesting, motivating and even entertaining ways. Pedagogical content knowledge identifies the distinctive bodies of knowledge for teaching. It represents the blending of content and pedagogy into an understanding of how particular topics, problems or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction. (Shulman, 1987, p 4)

Shulman also defined pedagogical content knowledge as the interpretations and transformations of subject-matter knowledge by teachers in the context of facilitating student learning (Sulman, 1987;Ibrahim, 2016). He explained that PCK help teachers not only to know specific topic for themselves, it also help them can explain those topics by using various strategies, providing relevant exercises for their students. He further proposes several key component of pedagogical content knowledge include teachers' knowledge of curriculum, content knowledge, students and pedagogy.

Research on teacher knowledge (Shulman,1986; Barendsen,2017) mention a blind spot concerning subject matter content, referring to the common emphasis on how teachers manage their classrooms, organize activities, structure assignments, ascribe praise and blame, formulate the levels of their questions, and

so on. So, he introduce the construct of Pedagogical Content Knowledge (PCK) as a particular form of content knowledge, which goes beyond knowledge of subject matter to the dimension of subject matter knowledge for teaching. This new type of teacher knowledge represents the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners and presented for instruction (Shulman 1987; Barendsen, 2017). This definition implies that PCK encompasses comprehension and pedagogical reasoning, transformation and practice, thus it comprises both teachers' understanding and their enactment. It is mean that, teachers can't focus only in pedagogy or in content knowledge during learning process. But how teachers can blend them together.

**Knowledge of curriculum.** According to shulman (1986) knowledge of curriculum relates to teachers understanding to make design specific programmes, topic and subject matter to be taught in different grade level. Curriculum knowledge consist of awareness of various instructional materials, teaching procedures, and learning objectives. Rochmawati (2017) explain that a curriculum is typically a guideline set out for educators that determine what they need to teach their students. It tends to outline the subjects that need to be taught, as well as methods for making that each student has indeed learned the necessary materials. Kelly (2009) view that this knowledge relates to what a teacher should know about a set many dimensions of curriculum from this kind of educational perspective and to identify in all of these dimensions those aspects of them which

satisfy these educational principles and those which do not. Kelly (2009) stated that dimension of curriculum development is important, but it is the rationale of the total curriculum that must have priority. ‘Schools should plan their curriculum as a whole. The curriculum offered by a school, and the curriculum received by individual pupils, should not be simply a collection of separate subjects’ (Des, 1981:12). At the very least, the total curriculum must be accorded prior consideration, and a major task that currently faces teachers and curriculum planners is to work out a basis on which some total scheme can be built. Knowledge of curriculum refers to teacher’s understanding of sequencing, topics and activities organization.

Curriculum knowledge is knowledge of what should be taught to a particular group of pupils. It requires understanding of children’s learning potential, national syllabuses, school planning documents and year group plans. In addition any examination or testing syllabuses must to be taken into account and any local or contextual requirements considered. The latter not only define what is to be taught but also set out or at least advise on how teachers should teach. The arguments made earlier on PK, CK and PCK suggest that teacher knowledge may be influenced through change in their experiences.

**Knowledge of content knowledge.** Shulman (1986) stated that content knowledge includes knowledge of concepts, theories, ideas, frameworks of thought, methods of proof and evidence. Knowledge of the central topics, concepts, and areas of the subject matter that teach to the students and knowledge of analogies, similes, examples and metaphors by which to



explain the subject matter to students, which is influenced by content knowledge. Knowledge of content and students refers to teacher's understanding of students' learning (dis)abilities and common mistakes they make. Knowledge of content and teaching includes teacher's understanding of content organization, planning, decision-making and task organization Content knowledge also as the knowledge of the specific subject and related to the content teachers are required to teach. It is shaped by academic disciplines underlying the subject (Freeman, 2002). Subject matter representation mediates between how the teacher conceives of, and represents, content to students and how they conceive of, and learn, that content. Clearly this concept, which is anchored in the logo centricism of postmodernism, is well suited to language as subject matter and to English and foreign language teaching. When teachers think about the content of a course, they can think about both what students will learn and how they will learn it. For example, in a writing course, what and the how are intertwined. Teachers may conceptualize the content in terms of types of writing they will learn, but learning how to produce those types of writing involves the actual process of writing.

Expanding the knowledge-base of second language teacher education to acknowledge the teacher as a learner of teaching, the contexts of schools and schooling, and how the activities of teaching function through participation, does not exclude disciplinary or theoretical knowledge from the knowledge base of second language teacher education. On the contrary, knowledge of how language is structured, acquired, and used remains fundamental to our understandings of

language learning and the activity of language teaching. However, when teacher learning is viewed from a socially-situated perspective, teachers need multiple opportunities to examine the theoretical knowledge they meet in their professional education in the familiar context of the work they do in their classrooms. In professional education, we contend that theories of second language acquisition, classroom methodologies, or descriptions of the English language as subject-matter, need first to be understood within teachers' professional lives and within the settings and circumstances in which they work. When theoretical knowledge is situated within the social contexts in which it is to be used, the interconnectedness of that knowledge becomes evident. When language teachers have multiple opportunities to situate and interpret that knowledge in their work, they engage in a process of sense-making that empowers them to justify their practices in the theories that they understand and can act upon in their own classrooms (Johnson, 1996a; ).

Subject knowledge is analogous to Shulman's Content Knowledge **Knowledge of students.** Knowledge of students' preconceptions or misconceptions about the topics they learn, and knowledge of the topics students find interesting, difficult or easy to learn, which is influenced by knowledge of students (Gudmundsdottir & Shulman, 1987; Jing jing, 2014). This model implies that teachers' knowledge of students' understanding of a specific topic, in a specific context, provides grounds for choices and actions with regard to goals, instructional strategies, and ways to assess students' understanding that correlate with each other and with the specific situation. Although the four

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elements of pedagogical content knowledge relate to each others, they can investigate separately (Henze et al. 2008; Barendsen, 2017). Teachers need to have knowledge of the students' prior knowledge, the difficulties students will face during learning, and typical student errors. For example, they should be able to analyze a student's oral performance; identify specific errors; and explain how they would address error correction depending on the classroom situation.

**Knowledge of pedagogy.** Pedagogical knowledge connects with knowledge of teaching acquired through years of process and experiences. Hence, the understanding of pedagogy develops along with the practice a teacher undergoes resulting in various definitions and conceptions. According to Shulman (1987), this knowledge is defined as broad principles and strategies of classroom management and organization that appear to transcend subject matter. One of pedagogical reasoning and action is instruction (Shulman, 1987.p.17). This activity involves the observable performance of the variety of teaching act. It includes many of the most crucial aspect of pedagogy such as : organizing and managing the classroom, presenting clear explanation, and clear description, assigning and checking work, and interacting effectively with students through question and probes, answer and reaction, and praise and criticism.

To understand the activity of language teaching through the perspectives of teachers, it follows that we must gather descriptive accounts of how teachers arrive at what they know, how they use that knowledge in classroom and school contexts, and how they make sense of and reconfigure their classroom practices over time. How teachers know what they know has been studied in general





educational research in North America under the rubrics of the ‘new scholarship. Such efforts reflect a broad-based movement among academic researcher and school professionals to legitimize knowledge produced by teachers in their own realities as professionals. It includes an ongoing struggle to articulate an epistemology of practice that shows teachers as knowers, as producers of knowledge, and as capable of constructing and sustaining their own professional development over time. Harkening back to process-product research, such work, it is currently argued, has the potential to fundamentally alter the so-called “outsider” or “objective-researcher” knowledge upon which the traditional knowledge-base of teaching is founded, by infusing it with “insider” knowledge. The transformation will come about by including the complex and multilayered understandings of students, cultures, social class, gender, literacy, social issues, institutions, communities, and curricula that teachers possess as natives to the settings in which they work.

Shulman (1987) regards general pedagogical knowledge as the broad principles and strategies of classroom management and organization that appear to transcend subject matter. Brown and McIntyre (1993, p28; Cogill J:2008) provide 10 qualities proposed by pupils that create good teaching and a further 4 proposed by teachers (p39):

1. Creation of a relaxed and enjoyable atmosphere in the classroom
2. Retention of control in the classroom
3. Presentation of work in a way that interests and motivates
4. Providing conditions so that pupils understand the work

5. Making clear what pupils are to do and achieve
6. Judging what can be expected of a pupil
7. Helping pupils with difficulties
8. Encouraging pupils to raise expectations of themselves
9. Development of personal mature relationships with pupils
10. Teachers' personal talents.
11. Considering how planning interacts with the management of classes and lessons
12. The management of lesson introductions
13. Managing question and answer sessions.
14. Building the confidence and trust of pupils

Teaching activity	Strategies and qualities of good teachers
<b>Lesson planning and preparation</b>	Making clear what pupils are to do and achieve
	Considering how planning interacts with the management of classes and lessons
	Managing lesson introductions
	Managing question and answer sessions.
<b>Understanding children's learning</b>	Viewing children as imitative learners
	Viewing children as learning from didactic exposure
	Viewing children as thinkers
	Viewing children as managers of their own

	knowledge
	Judging what can be expected of a pupil
	Helping pupils with difficulties
	Encouraging pupils to raise their expectations
<b>Influencing motivation</b>	Creating a relaxed and enjoyable atmosphere in the classroom
	Presenting work in a way that interests and motivates
	Providing conditions so that pupils understand the work
<b>Classroom management</b>	Retaining control in the classroom
<b>Teachers' personal dispositions</b>	Ability to develop personal mature relationships with pupils
	Personal talents
	Ability to build the confidence and trust of pupils

Table 2.1.1 Teacher acvitiy

## B. Pedagogical content knowledge by Grossman

Grossman was the first to systematize the components of the knowledge base of teachers proposed by Shulman and characterized the concept of pcK in

their model of teacher knowledge. Pedagogical knowledge in the Banks et al model is equally considered to be constantly changing and closely integrated with CK and PCK. PCK also define as one's knowledge of how to teach specific content in specific context (Mellado,Blanco&Ruiz, 1998: Creasy, JA, etall: 2012). Grossman (1990, Creasy, JA: 2012) identified four components of PCK. The first of PCK relates to teacher's knowledge about the purpose of teaching. Second, PCK incorporates the teacher's knowledge of student's understanding of the subject matter. In particular, teacher should aware what a student already knows, as well as having knowledge of subject matter is likely to be challenging and need development. The third element of PCK refers to teacher's knowledge of instructional strategies for teaching specific topics, and the final part of Grossman's framework consist of teacher's knowledge relating to curriculum content/materials.

This component of pedagogical content knowledge refers to teachers knowledge and beliefs about the purposes and goals for teaching science at a particular grade level Grossman designated this component as consisting of knowledge of the purposes for teaching a subject at a particular grade level or the "overarching conceptions of teaching a particular subject Research in science education has referred to this component as orientations toward science teaching and learning" (Anderson & Smith, 1987), which we prefer to Grossman's term. An orientation represents a general way of viewing or conceptualizing science teaching The significance of this component is that these knowledge and beliefs serve as a conceptual map that guides instructional decisions about issues such as



daily objectives, the content of student assignments the use of textbooks and other curricular materials and the evaluation of student learning (Borko & Putnam,1996; gess newsome,1999)

Pedagogical Content Knowledge (PCK) is unique knowledge resulting from a combination of content and pedagogical knowledge. PCK provides an overview of how a teacher teaches a learning material by accessing what the teacher knows about the material, about students background, about the curriculum and what the teacher believes to the best way to teach the material. In the world of education, teachers are one of determining factors the success of the learning process. Quality improvement teachers can provide positive impact on the quality of education. In this research focus on how teachers with their best way can make students be able to give directly respond in conversation. Grossman's (1990) model of teacher knowledge is shown below in Figure 2.

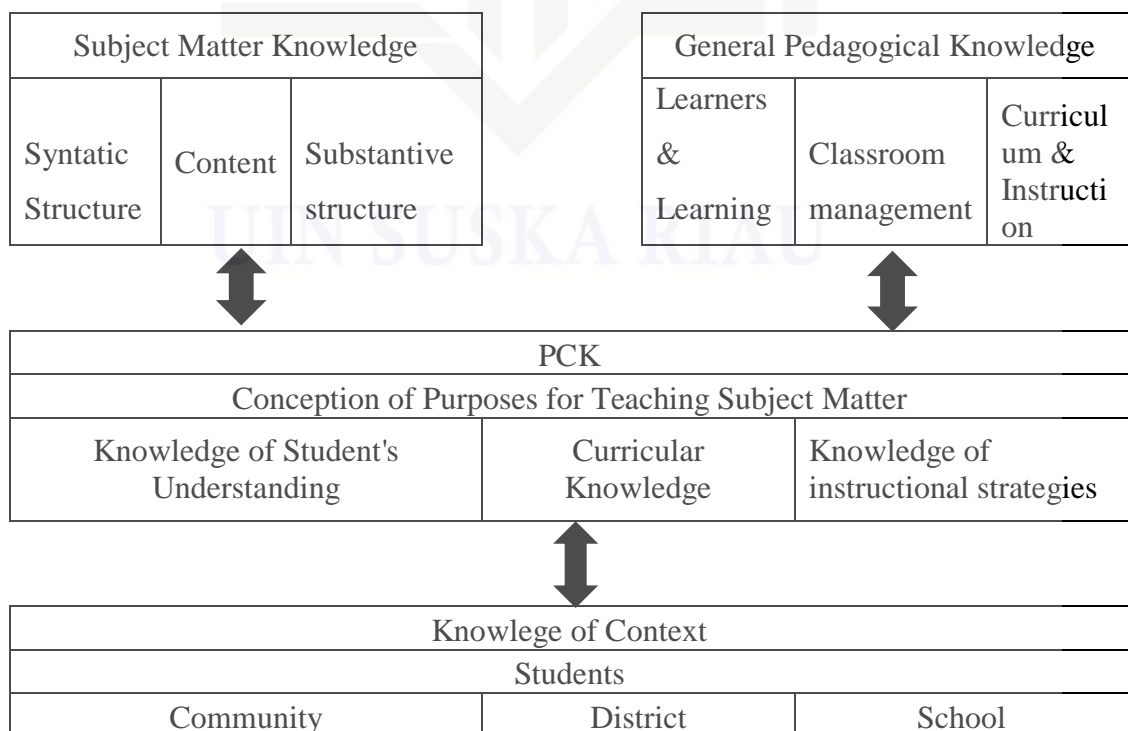


Figure 2: *Grossman (1990) model for pedagogical content knowledge*

Pedagogical Content Knowledge (PCK) is unique knowledge resulting from a combination of content and pedagogical knowledge. PCK provides an overview of how a teacher teaches a learning material by accessing what the teacher knows about the material, about students background, about the curriculum and what the teacher believes to be the best way to teach the material. In the world of education, teachers are one of determining factors the success of the learning process. Quality improvement teachers can provide positive impact on the quality of education. In this research focus on how teachers with their best way can make students be able to give directly respond in conversation.

In Grossman's informative PCK model (1990) there are three knowledge domains that interact with the PCK: subject matter knowledge, general pedagogical knowledge and knowledge of context. In other words, they provide three crucial sources for PCK. A description of the knowledge domains within the Grossman (1990) model follows:

1. *General pedagogical knowledge*: This general form of teacher knowledge references the knowledge related to the organization of the classroom, curriculum, students, and materials. Classroom management is a key focus of this form of knowledge.

This refers to the teacher's knowledge of teaching. It includes the teacher's subject matter knowledge, the repertoire of techniques and activities that the teacher employs in teaching together with the theories, beliefs, principles, values and ideas which are their source, sometimes referred to as

pedagogical content knowledge, which Shulman suggested represents the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction' (Shulman, 1987: 8).

Pedagogical knowledge and ability draws on content knowledge as well as other sources of knowledge but in the process transforms it, since it is understood in relation to knowledge of the learners, the curriculum, the teaching context and to teaching methods. For example as part of their content knowledge teachers might be expected to know the difference between tense and aspect in English or to know the difference between stative and non-stative verbs. Pedagogical knowledge and ability refers to what teachers know about how to communicate the difference between tense and aspect or between stative and non-stative verbs to learners.

Before teaching teachers could prepare such as:

- a. Setting goals for a lesson. In planning how to use a text as a basis for a reading lesson the teacher's language proficiency can influence his or her choice of a literal comprehension task (where the learners complete the task using words and information explicitly stated in the text), rather than one requiring higher order thinking and communicative skills – which the teacher may have difficulty expressing in English.
- b. using a written as opposed to a mental lesson plan. Limitations in language proficiency may mean that the teacher is dependent upon a

- detailed written lesson plan that identifies specific lexical items, structures and other language features,
- c. Selecting texts and other sources of lesson input that are appropriate to the learners' level and the goals of a lesson.
  - d. Consulting dictionaries and reference sources.
  - e. Choosing a text or other form of input to a planned activity based on the linguistic features of a text.
  - f. Understanding the potential difficulty for learners of a linguistic feature of a planned activity or text that will form the basis for an activity. Modifying or adapting language content in a textbook to make it more suitable for his or her learners.
  - g. Simplifying authentic texts by reducing them in length, and simplifying vocabulary and rephrasing complex structures.
  - h. Translating texts into English (e.g. children's stories).
  - i. Preparing posters.
  - j. Preparing cue cards for classroom activities.
  - k. Transcribing a text from a tape or video recording.
  - l. Designing and selecting activities that include a focus on specific aspects of language production or communication, such as a role-play task that is designed to practise turn-taking.
  - m. Sequencing activities based on their linguistic or communicative difficulty.

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- n. Choosing or designing an activity that does not make demands on the teacher's communicative ability. For example a drill or pattern-practice activity makes few demands on the teacher's language proficiency while a role play or information gap task would be more challenging for the teacher to manage since the language students use in carrying it out is not predictable. Similarly an activity based on dialogue practice is less demanding on the teacher's language ability than a free discussion activity.

During teaching teachers could prepare such as: Explaining the goals of a lesson, explaining task requirements, giving instructions, using formulaic expressions and phrases for classroom routines and procedures, using English for classroom management, explaining the procedures for an activity and modelling the pronunciation of words and sentences, reading aloud from a text or passage in the textbook, asking questions, answering students' questions, using terminology related to language (e.g. *clause, function word*), giving explanations, using metaphors and synonyms in explaining meanings, guiding and monitoring students' word, Providing corrective feedback, using transition words and phrases to mark the closure of one activity and start of another activity, monitoring his or her own language use and adjusting it for accuracy or difficulty, paraphrasing and summarizing information in a text, giving praise and encouragement for students' attempts to communicate, explaining the meaning of words or sentences, expanding students' responses to question, providing examples of how words and other items are used, building on and developing students' responses, Managing

classroom talk towards specific lesson goals, reviewing a lesson, providing spoken preparation for written and other tasks, checking students' understanding, leading discussion activities and giving feedback on the accuracy and appropriacy of students' language

After teaching, teachers may also make use of their knowledge of language in decisions they may make after teaching, although these decisions need not necessarily be made in their teaching language. For example:

- a. Reflecting on the quality of language students produced during a lesson.
  - b. Reflecting on adjustments the teacher may have made to the lesson based on language difficulties students encountered during the lesson.
  - c. Identifying a language focus for follow-up lessons or activities.
  - d. Planning follow-up tests or other forms of assessment.
2. *Subject matter knowledge:* Subject matter knowledge for science teaching includes knowledge of content and knowledge of both syntactic and substantive structures. This form of knowledge has the potential to strongly influence how teachers represent content to students and design learning experiences and strategies to support students' learning.

Content knowledge refers to the teachers' understanding of their teaching subject. In the case of English this includes a variety of sources of language-related knowledge that derive from those disciplines in which language is the object of study, such as linguistics, second language acquisition, sociolinguistics, and discourse analysis. From these and other sources, as part of their professional education teachers acquire a body of knowledge about their teaching subject

Content knowledge in itself does not provide a sufficient basis for the teaching of a language. A student majoring in linguistics might be skilled in the use of systemic functional grammar as a resource for the analysis of texts or have a good understanding of the nature of English phonology, however such knowledge would not enable him or her to know which aspects of English grammar or phonology are needed at different level of language proficiency, nor how best to organize a syllabus to teach them and what teaching strategies could be used. In order to do this another source of knowledge is needed that we will call pedagogical knowledge and ability.

3. *PCK*: Grossman (1990) identifies three components of knowledge as PCK including conceptions of purposes for teaching subject matter, knowledge of students, instructional strategies, and curriculum, thus, expanding Shulman's (1986) concept of PCK.
4. *Knowledge of context*: Grossman (1990) identifies knowledge of educational context as the knowledge of the community, district, school, students, expectations, and constraints. Teachers draw upon their contextual knowledge to adapt general content to their students and to the demands of the school.

Within Grossman's four component model of PCK, the first one, "Conceptions of purposes for teaching subject matter" plays a key role because it denotes teachers knowing and believing of what it means to teach a particular subject, namely, that the nature of the subject is and what is important for students to learn. The second component, "knowledge of students", includes knowledge of the potential preconceptions and misconceptions specific students might possess

about their specific subject. The third, “curricular knowledge understanding”, incorporates understanding of curriculum and relevant curricular material, which includes familiarity with the range of textbooks and other instructional materials. The fourth, “knowledge of strategy”, relates to the awareness of specific instructional strategies and representations for teaching particular topics modifies this model by adding two elements .

### C. Pedagogical content knowledge by Andrew

Andrews (2001) argues that the PCK defined by other researchers is too generic to demonstrate the uniqueness of language teaching. He emphasizes language itself in language teaching, because he supposes the uniqueness of language teaching lies in that “language is taught through language” (p. 78).

According to such a view, TLA is essentially concerned with subjectmatter knowledge and its impact upon teaching. In other words, it relates to the L2 teacher’s need to be able to function effectively as an *analyst* of the language, with the ability ‘to talk about the language itself, to analyse it, to understand how it works and to make judgements about acceptability in doubtful cases’ (Edge, 1988:10; Andrew, 2007). Hales’s (1997:217; Andrew,2007) definition shows a similar focus on subject-matter knowledge: ‘Language awareness could be glossed as a sensitivity to grammatical, lexical, or phonological features, and the effect on meaning brought about by the use of different forms.’

He therefore suggests that teacher language awareness, which includes strategic competence, language competence and knowledge of subject matter,



should be included as a major language PCK component. Figure 3 diagrams his clarification of language PCK. The model below (Figure 3) reflects the characteristics of TLA outlined, by representing TLA as forming a bridge between language proficiency and knowledge of subject matter. This enables TLA to be seen both as a pedagogically related reflective dimension of language proficiency, and also as a sub-component of the L2 teacher's PCK, which interacts with the other sub-components. Figure 1 is a modified version of the model in Andrews, 1999b and 2001. The present model differs from the earlier versions in a number of ways, but primarily in that knowledge of The learners has been incorporated as an integral component of TLA, and knowledge of subject matter has been replaced with the broader heading 'subject-matter cognitions' in order to reflect the close interrelationship of knowledge and beliefs (see, e.g., Woods, 1996). The categories into which teacher cognitions are divided in any such model are, as Tsui (2003:137) has pointed out, more analytic than real. The model is nevertheless included here in an attempt to focus attention on those aspects of the L2 teacher's professional knowledge base which seem to intermesh particularly closely whenever pedagogical practice is specifically engaged with the content of learning, i.e. the language itself.

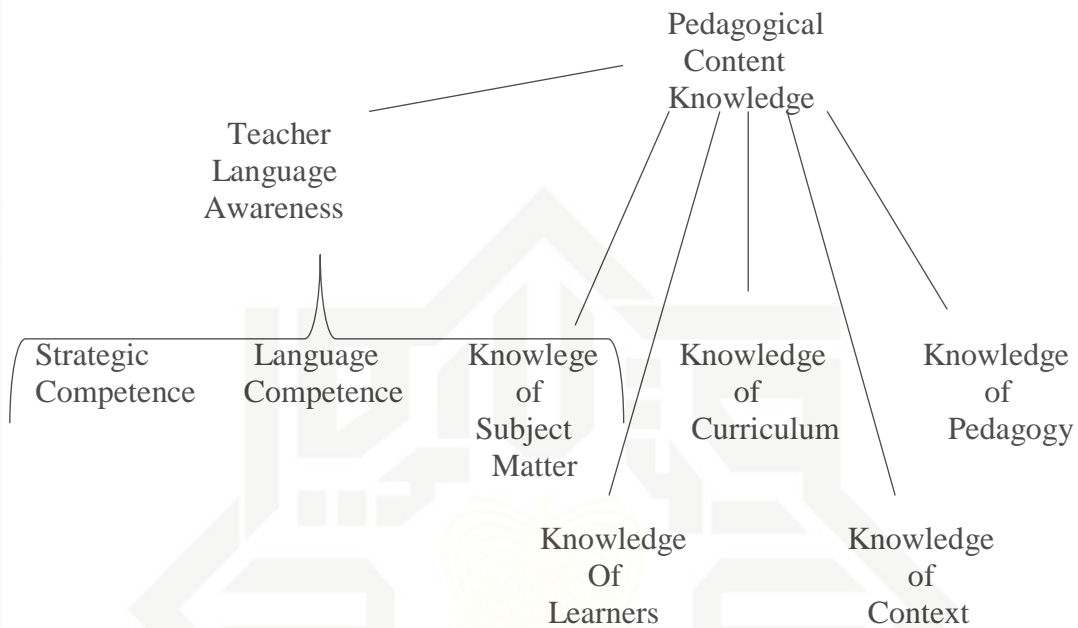


Figure 3 Andrews' clarification of language PCK component (2001, p. 79)

This model of PCK incorporates the addition of TLA (Teacher language awareness), which comprises both dimensions of cognition and reflection about language. It show that TLA does not replace PCK but form a language specific sub component of PCK. In other words, TLA is proposed as a way of explaining the specific characteristic of the PCK of the language teacher. It is mean that need TLA can not standing alone without PCK when teachers want to teach english subject as a foreign language. They complement each other in teaching learning process.

Teacher language awareness will continue to be a concern in English education as a foreign language (Andrews, 2003:81). TLA is essentially concern with subject matter knowledge and its impact upon teaching. Thornbury's (1997:x; Andrews: 2007) definition, quoted in the Introduction, which describes

TLA as ‘the knowledge that teachers have of the underlying systems of the language that enables them to teach effectively.

One other point that needs to be emphasised in any discussion of the nature of TLA is the use of the word ‘awareness’ in preference to ‘knowledge’. This underlines both the dynamism of the construct, and also the important difference between the possession of knowledge and the use made of such knowledge: i.e. the declarative and procedural dimensions. I would argue that TLA incorporates a procedural as well as a declarative dimension, with knowledge of subject matter (i.e. the language systems knowledge base) at the core of the declarative dimension. He began using the word ‘awareness’ in part for historical reasons (since the term ‘language awareness’ has been extensively used in discussions of L2 Teacher development, especially in relation to TEFL/TESL, for a number of years), it was retained deliberately, in order to emphasise the difference between the possession of subject-matter knowledge and ‘knowledge-in-action’ (i.e. awareness). Knowledge and awareness are, of course, interlinked. As Duff (1988) has observed, the L2 teacher needs a deep and wide-ranging.

The teacher is also the producer of target language input. This may occur with the specific intention to induce learning, as in, for example, the presentation of new language, or, less deliberately, through any communicative use the teacher makes of the L2 in the classroom, such as for classroom management. Awareness of the potential of self-produced language as input for learning may lead the teacher to pay careful attention to the structuring of his/her utterances (which may,



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in other words, be ‘filtered’ through the teacher’s language awareness). In the same lesson, however, there will almost certainly be many teacher utterances which are less consciously monitored, and which are not intended by the teacher to lead to learning, but which are nevertheless potentially available to the learner as ‘unfiltered’ input.

The first of these is subject-matter knowledge. As Thornbury suggests, this is crucial to the successful application of TLA in pedagogical practice: it is effectively the declarative dimension of TLA. In relation to grammar teaching, for instance, the quality of a teacher’s thinking, actions and reactions at all stages – in preparation, teaching and postlesson reflection – is clearly dependent on a sound underlying language systems knowledge base. It is equally evident, however, that explicit knowledge of grammar, while a necessary part of a teacher’s language awareness, is not sufficient by itself to ensure that any teacher will deal with grammar-related issues in ways which are most conducive to learning.

The second language-specific factor that plays a vital role in the application of TLA in pedagogical practice is language proficiency. This not only affects the quality of the teacher’s reflections about language. It also has a direct effect upon the structural accuracy and functional appropriateness of the teacher’s mediation of all three potential sources of language input.

To analyse the impact of TLA on pedagogical practice, the simplest way is to itemise the range of grammar-related tasks that the teacher might perform with the intention of facilitating learning, since each of these tasks is potentially



affected by the quality of that teacher's language awareness. The major pre-lesson task in which TLA plays a part involves analysing the grammatical area from the learner and learning perspectives. TLA affects the teacher's ability to identify the key features of the grammar area for learning and to make them salient within the prepared input. It also affects the teacher's ability to specify the most appropriate learning objectives, and to select materials and tasks which are most likely to serve those objectives, ensuring that they are appropriate in terms of the learners' age, previous learning and present stage of interlingual development, and that they serve the desired learning outcomes.

Subject-matter cognitions are seen as being at the core of that model of TLA. These subject-matter cognitions interrelate with each other to influence the L2 teacher's handling of grammar. Knowledge of subject matter (or the limitations of that knowledge) will, of course, play a central role in the teacher's thinking and decision-making. However, that knowledge and the way it is deployed will be bound up with a number of closely related cognitions, such as that teacher's personal feelings about grammar and grammar pedagogy (e.g., interest and confidence); perceptions of students' feelings about grammar; understandings of the role of grammar in communication, and of its significance in L2 acquisition and formal instruction; awareness of options in the handling of grammar in formal instruction; understandings of the expectations of stakeholders (for instance, the school, students, parents) in relation to grammar and grammar pedagogy; and the teacher's personal response to those expectations. A number of these cognitions are clearly linked to some of the broader aspects of PCK such as

knowledge of contexts, curriculum and knowledge of pedagogy. At the same time, however, they are all intimately concerned with subject matter and they have therefore been assigned a central place in my conceptualisation of TLA under the single heading ‘subject-matter cognitions’.

The relationship between TLA and the way teachers engage with the content of learning in the act of teaching is a complex one. That complexity is partly a reflection of the different interpretations associated with the word ‘engagement’. The two relevant meanings in this case are (i) its neutral application to the act of engaging in or with something (i.e. ‘involvement’), and (ii) its use with attitudinal connotations (to convey ‘commitment as opposed to ‘detachment’, for example). The attitudinal Interpretation of ‘engagement’ highlights the ‘macro’ level of the relationship with TLA, and the general stance that the teacher takes towards form- (or formS-) focused teaching. With this interpretation, engagement is seen as affecting TLA, in that the application of TLA in pedagogical practice may be significantly influenced by the extent to which the teacher seriously engages with content-related issues in the classroom at all, and by the relative importance the teacher gives to the language focus of the lesson rather than to questions of methodology, classroom organisation and student responsiveness.

The neutral interpretation, on the other hand, focuses attention on the ‘micro’ level of the teacher’s handling of language at every stage of the act of teaching. With this neutral interpretation, the direction of the relationship is reversed: in so far as the teacher does engage with content-related issues, the

quality of that engagement, in whatever form it takes, will potentially be affected to a large extent by the TLA of that teacher.

#### **D. Pedagogical content knowing by Cochran**

Cochran et al (1993) put forward an expanded view termed “pedagogical content knowing (PCKg)” from a constructivist perspective. Unsatisfied with the term of “knowledge” as being to “static” and inconsistent with the constructivist approach, they choose to stick to the dynamic nature of “knowing” as their definition for “understanding”. Thus, their developmental model of PCKg is formed on the basis of four components such as understanding pedagogy, subject matter, students, environment.

Teachers differ from content experts, such as scientists, not in terms of their content knowledge but by the way in which teachers transform or send their content knowledge to support their teaching and make complex and abstract concepts understandable for students (Cochran, 1997; Lankford, 2010). This transformation of knowledge results from the integration of the various components of PCK to generate representations and design instructional strategies to engage students and make concepts understandable for students. Teachers must also implement assessment strategies that will effectively measure students’ understanding, encourage students’ reflection, and inform next steps in teaching.

For Cochran et al. (1991), PCK plays a central role in teachers’ professional knowledge because it is based on and integrates the above knowledge base components (SK, CK, PK and CX). Therefore, teachers use PCK according

to their objectives, the reality of the students, and characteristics of the teaching and learning context. This knowledge allows teachers to summon, manage and integrate the components of their knowledge base for teaching to adapt, transform and implement the content knowledge in a comprehensible and teachable way (Shulman,1987;Marcon,Graça, & Nascimento, 2011). Cochran et al. (1993) proposed a model to represent the evolution of PCK during training, which they termed pedagogical content knowing (PCKg), and identified the importance of each PCK knowledge component, based on future teachers' levels of teaching experience.

The evolution of teaching experience during teachers training allows future teachers' PCK to expand from a limited knowledge base with a single knowledge component into a knowledge base with four integrated components that collectively contribute to teaching expertise. The four types of knowledge are transformed and synthesized as PCK, and theoretically, the four components become so integrated and so interrelated that they no longer can be considered separate knowledge. These integration processes should result in conceptual change and conceptual integration to the point that the resulting PCK knowledge, the expertise of teaching, is distinctively different from types of knowledge from which it was constructed (Cochran, et al., 1991,p. 12). However, there is no evidences showing the progress of PCK` s acquisition during teachers' training. In general, beginners' PCK is basic and incomplete.



Four element of PCKg as shown in figure 4.

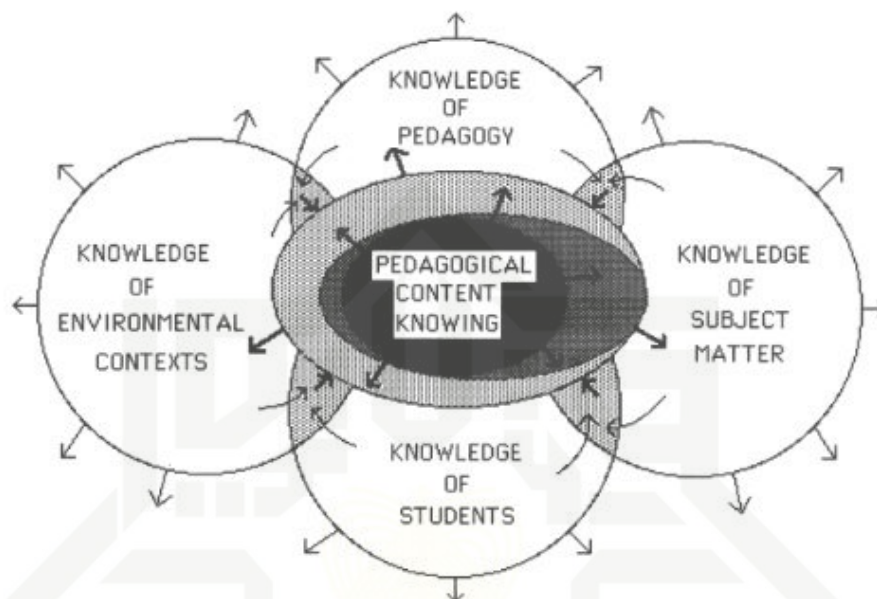


Figure 4. A developmental model of pedagogical content knowing () as a framework for teacher preparation

Within this model, various circles with expanded arrows represent the changes and growth of understanding overtime. Therefore, PCKg is considered as distinctively and qualitatively different from the previous four types of understanding as a completely new “transformation”.

#### E. Pedagogical content knowledge by Gess Newsome

She creates a continuum of models ranging from the integrative to the transformative. She called this as integrative model by the intersection of three constructs, they are subject matter, pedagogy and context.. At the other extreme, PCK is the synthesis of all knowledge needed in order to be an effective teacher. PCK is the transformation of subject matter, pedagogical, and contextual knowledge into a unique form. Gess newsome (1999) summarises two typical

understandings of PCK:the integrative and the transformative models as illustrated in Figure 5.

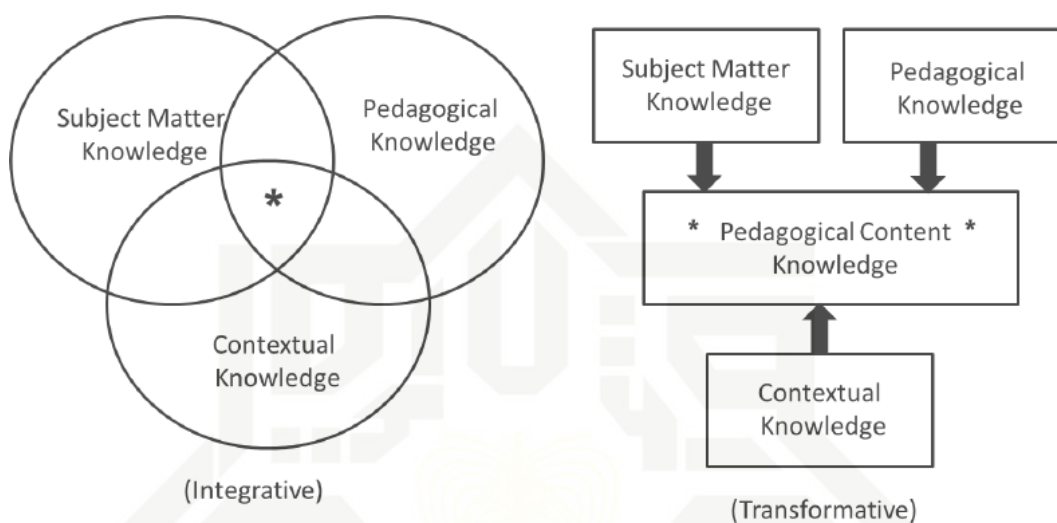


Figure 5. Gess Newsome two models of PCK, 1999 P. 12

Using subject matter knowledge, pedagogical knowledge, and PCK as primary divisions in the knowledge base for teaching, the first four chapters provide an overview of the research literature that exists within the field of science education and other disciplines. While science education remains a focus, research from mathematics, English, social studies, and reading are included where appropriate.

PCK is commonly believed to be a transformation of at least two constituent knowledge domains general pedagogical knowledge and subject matter knowledge. Morine Dersheimer and Kent (Chapter 2) open the literature review section with a careful examination of pedagogical knowledge and the presentation of their own model of its derivative components They posit that the most important aspect of generic knowledge that impacts teaching is context-

specific pedagogical knowledge. This knowledge is created through reflection, active processing and the integration of its two contributing components general pedagogical knowledge and personal pedagogical knowledge. General pedagogical knowledge, gleaned from the research and scholarly literature on classroom organization and management, instructional models and strategies, and classroom communication and discourse, and Typically presented in teacher preparation programs, is ultimately combined with personal pedagogical knowledge, which includes personal beliefs and attitudes about teaching. A critical and integrating aspect of pedagogical knowledge is teaching experience, where the subtleties of applying general pedagogical knowledge to classroom situations are learned. The result, context-specific pedagogical knowledge, assists in teacher decision making and contributes most directly to PCK.

The conception of pedagogical knowledge be explicated in this chapter can be summarized briefly in two graphic displays. Figure I shows our interpretation of place of pedagogical knowledge in relation to the full set of categories of teacher knowledge identified by Shulman (1987). Three points are important to note here. First, we contend that knowledge of educational ends and purposes is inseparable from knowledge about evaluation and assessment procedures. Second, we hold that curriculum knowledge is fed by both content knowledge and knowledge of goals/assessment procedures, while pedagogical knowledge is fed by both knowledge of learners/learning and knowledge of goals/assessment procedures. Third, in our display only the category of knowledge of general educational contexts is further delineated to the sub-category of

knowledge of specific contexts, but each of the other categories contributing to pedagogical content knowledge can be delineated. Knowledge of specific content, specific curriculum, specific goals/assessment procedures, specific pedagogy, and specific learners.

In our view, the defining feature of pedagogical content knowledge is its conceptualization as the result of a transformation of knowledge from other domains (Wilson, Shulman, & Richen, 1988). This idea is depicted graphically in Figure 1, which presents a model of the relationships among the domains of teacher knowledge that primarily has been informed by the work of Grossman (1990). The shaded boxes in the figure designate the major domains of knowledge for teaching. The lines that link the domains of knowledge illustrate the relationship between pedagogical content knowledge and the other domains of knowledge for teaching. The terms on the lines and the arrows at the ends of lines describe the nature and direction of each relationship. Arrows at each end of a line indicate a reciprocal relationship between domains. The figure is intended to depict that pedagogical content knowledge is the result of a transformation of knowledge of subject matter, pedagogy, and context, but that the resulting knowledge can spur development of the base knowledge domains in turn. Grossman conceptualized pedagogical content knowledge as consisting of four components (shown in the figure to the sides of the box representing pedagogical content knowledge). Our conceptualization is very similar, with some modification and the addition of one component. We begin our discussion of the concept of



pedagogical content knowledge for science teaching by defining and describing these components.

Knowledge about classroom organization and management is well grounded in research on teaching Process product studies have repeatedly established consistent relationships between certain teacher behaviors and measurements of student achievement. Many of these relationships contribute to a type of general pedagogical knowledge that can transfer across grade levels and content areas. This knowledge forms a basis for the professional knowledge that beginning teachers acquire through teacher education programs. However, any application of this knowledge must take into account the different contextual factors that might affect the meanings of teacher behavior. In addition, the relationships linking teacher behavior, student achievement, and contextual factors are complex and may be non-linear or may interact with individual student differences (Rosenshine, 1971) Teacher educators promoting acquisition of such knowledge must guard against simplification and insulation from context in order to preserve the integrity and meaning of the observed relationships (Brophy, 1997; Gess newsome,1999)

The available knowledge base Brophy and Good (1986, see also Brophy, 1997;Gess newsome,1999) have clearly demonstrated the link between student achievement and teacher behavior through a thorough review and synthesis of process-product research Their findings have helped for a foundation for continued research that has expanded the understanding of the complexities of behavior-outcome relationships Their review identifies a number of important

relationships between teacher behavior and student achievement. Students learn best from teachers who spend most of their available time focusing on content, who provide learning activities for their students that are appropriate to their level of difficulty and who also maintain momentum in the pacing of instruction. Students respond well to active teaching which structures the presented material. Clear presentations, a degree of redundancy, and adequate waittime for student responses are all factors that promote positive student outcomes.

Student achievement is also influenced by teachers' processes of classroom management. Teachers manage classrooms effectively through the ability to address more than one classroom event at a time or by demonstrating withness in identifying and reaching problems in a timely and accurate manner. The influence of effective classroom management has been confirmed in research by Emmer and Evertson (1981). Systems of consequences were shown to be effective in promoting desirable student performance, and the way teachers structured the first part of the school year was revealed as having management consequences throughout the school year (Emmer & Evertson 1981, Evertson, Emmer, Sanford & Clements, 1983). Teachers who set clear expectations for behavior, academic work standards, and classroom procedures were better classroom managers. The researchers note however, that these characteristics are subject to contextual influences including the level of students' ability, the degree of student homogeneity, and school level management procedures.

Research on subject matter understanding was abandoned during much of the process-product era of research only to reemerge later. Information processing

research, and studies inspired by the teacher-as-decision maker movement, brought renewed interest in the art and influence of teacher content knowledge. Assuming that teachers' thoughts, decisions, and judgments guided classroom actions, Shavelson and Saem (1981) created a model of pedagogical decision making from the extant research literature. Differences in teachers' beliefs and conceptions about their subject matter were directly linked to teachers' judgments about content and were noted as a primary factor influencing planning. Unique to this research was the systematic examination of teachers' beliefs and their impact on practice as opposed to the simple measurement of subject matter knowledge. Two of the six recommendations from their review call for additional research that focuses on the integration of teachers' subject matter understanding and classroom practice, and an examination of the structure of the subject matter that teachers portray to their students.

Knowledge is most often described as evidential, dynamic, emotionally neutral, and internally structured, and develops with age and experience (Alexander, Schallert & Hare, 1991; Gagne & Glasser, 1987; Hieber & Carpenter, 1992). Conceptual knowledge, or knowledge that is rich in relationships, is used in problem solving situations (Post & Cramer, 1989). The amount, organization, and accessibility of conceptual knowledge has been shown to distinguish experts from novices (Eraut, 1994; Shuell, 1986). Beliefs, in contrast, are described as both evidential and evidential, static, emotionally-bound, organized into systems, and develop episodically (Nespor, 1987; Pajares, 1992). Beliefs have both affective and evaluative aspects acting as information filters and impacting how knowledge is used,

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and retrieved Beliefs are also powerful predictors of behavior, in some cases reinforcing actions that consistent with beliefs and in other cases allowing for belief compartmentalization, allowing for inconsistent behaviors to occur in different contexts.

### 2.1.2 Researching pedagogical content knowledge

Based on Shulman (1987) theory, he explained that pedagogical content knowledge (PCK) as the combination of subject and pedagogy. The research gave the deepest into how teacher elaborate the subject matters into well organized, interesting, and accommodate students' needs and ability.

In Hegarty (2000, p. 453) PCK is 'subjective, context specific and not readily communicated other than by demonstration'. While PCK is about translating CK or SMK to become knowable to students, researching PCK also involves a process of translation to make it knowable. Without enabling teachers to externalize their PCK into explicit concepts it may be limited to being passed on in situ. Building on Hegarty's monologue on knowledge types, the capacity building agenda for research methods in the social sciences such as language or education needs to recognize the craft involved (the tacit) and that teaching research methods is 'knowledge-based activity' (p. 456). It requires PK, CK and PCK and should not be reduced to something more instrumental. Teaching research methods involves beliefs and knowledge – about the subject and about the students – that warrant teasing out.



The research literature on PCK is useful for indicating methods that have been deployed for identifying and developing PCK. Examples include examines what happens when a teacher implements a critical language pedagogy without attention to student understandings of language variation (Metz, 2018). Asking teachers may be insufficient though as PCK is difficult to surface and articulate (Moradkhani,2013; Kandasami, 2018). Reflection and observation may be needed (Aimah et al., 2019) and the nature of any asking may be critical. For example, Rahmani (2017) identified perception and understanding on PK, CK,PCK and CC that happened recently.

The study aim to see how teachers apply their pedagogical content knowledge in Yayasan Al Fityah. Therefore, it adopts the qualitative approach to collect and analyze the data of the study. The purpose to describe and interpret how PCK is applied by teachers.

A range of methods for identifying PCK have been used. In their systematic review of PCK in mathematics education, Depaepe et al. (2013) found studies exposing PCK through methods of testing, questionnaire, interview, lesson observation, meeting observation, document analysis and concept mapping.

In searching about pedagogical content knowledge for critical language teaching. Metz (2018) use the data from the larger study include pre- and post-unit interviews with all teachers, video-recorded classroom observations of from each teacher, collected curriculum materials and selected samples of student work,pre- and post-unit surveys of all students in the focal classes, and interviews some of the students in each class.

## 2.2 Pedagogical content knowledge in Indonesian and Islamic integrated school

### A. Pedagogical content knowledge based on Ministry of National Education

In Law no. 14 of 2005 concerning Teachers and Lecturers Article 1 paragraph (10) expressly states that "competence is a set of knowledge, skills, and behaviors that must be possessed, lived, and controlled by the teacher or lecturer in carrying out their duties professionalism". Professional form or not educators realized with an educator certificate. In article 1 paragraph (12) affirmed "the teacher's certificate is formal evidence as an acknowledgment" given to teachers and lecturers as professionals.

First, competence is defined as the ability, expertise, and or skills that are absolutely possessed by someone (in this case the teacher); Second, competence is an ability that includes cognitive, affective, and actions or psychomotor aspects; Third, competence it must be controlled by someone; Fourth, competence is binding a person to a scientific discipline that has practiced; and fifth, absolute competence is applied and has clear standards in accordance with what has been used as a standard competence. Some of the characteristics of the definition of competence become important to be understood by prospective teachers and no less important is for the educators who exist today (Janawi;2019).

In the explanation of PP No. 19 of 2017 (general section) stated that the development of science and technology bring logical consequences to the development orientation the professionalism of teachers who are directed to develop their competence. Competence referred to in Law Number 14 of 2005

concerning Teachers and Lecturers Article 10 paragraph (1) is related to pedagogic competence, professional competence, personality competence, and social competence. In PP No. 19 of 2017 states, competence is holistic and is a unit that becomes a professional teacher. This competency is also explicitly described in PP No. 19 of 2005. Then the standard was confirmed by the Regulation of the Minister of National Education Number 16 of 2005 concerning Standards for Qualifications and Competence of Educators.

In Indonesia, the concept of PCK is categorized as teachers' competencies. Some training is conducted in order to develop this ability. Further, the government regulates it in the rule of Ministry of National Education (MoNE) number 16/2007. This regulation defines and derives the concept of PCK into four grand teacher's competencies, namely pedagogical, professional, personal, and social competencies. Pedagogy competence is the ability to manage an instructional practice involving students. Professional competence is the ability to understand the subject matter properly. Personal competence is the ability of teachers to develop and maintain their good character in order to be a model of the learners. Social competence is competence to communicate and interact with pupils, colleagues, learners' parents, and surrounding community efficiently and assertively.

Professional teachers are required to have academic qualifications relevant to the subjects they are taught and mastered competence as required by the Law on Teachers and Lecturers. Thus, the competence of educators is as an agent learning at the primary and secondary education levels as well as early childhood

education. The four competencies must be the main concern for all teachers at every unit level education and make a big contribution to whether a teacher can be referred to as a professional teacher or an unprofessional teacher so that teaching work becomes a choice of profession that must be accounted for. The logical consequence, the teacher's job demands a great responsibility, both for themselves, society, and nation.

The four components are necessarily needed for English teachers in Indonesia. The elaboration of the component will develop teachers' professionalism. Thus, the quality of the teaching can be maintained. The competency of pedagogy, professional, personal, and social are integrated into PCK domain as follows.

Competency	Remark
Pedagogical	Competency to manage an instructional practice involving students
Personal	Ability to possess and maintain her/his nobility, piety, wisdom and model to her/his learners in order to achieve the objective of national education
Social	Competency to communicate and interact with learners, colleagues, learner's parents and surrounding community effectively and assertively
Professional	Ability to master learning materials in depth

Figure 6. Ministry of National Education 16/2007

First, **competency of pedagogy**. In pedagogy knowledge, the teacher considers to develop the learning curriculum and mention the principles of the



instruction. Teachers also need to understand the aims of the instruction and what the possible strategy to apply the subject in the class. Other pedagogy knowledge is also related to teachers' ability in selecting suitable learning experience and instructional objective and develop indicators and instrument of assessment. In professional competency, PCK concerns on teachers' understanding standard and essential competencies, and learning objectives. At this stage, in understanding curriculum, an English teacher should acquire between concept theory and practical matter. In other words, they should understand how to develop instructional practice from planning to evaluation.

Teachers need to possess knowledge of curriculum to help learners achieve the learning objectives stated in curriculum documents. It is appropriate such Shulman (1987) mentions that knowledge of curriculum refers to the knowledge of understanding at specific grade levels and particular subject areas. This knowledge is defined as teachers' understanding of the programs and materials designed for teaching of particular topics and subjects at a given level. It can be inferred that knowledge of curriculum deals with teachers' understanding of what the curriculum states to be taught to learners in different levels including the intended objectives.

Faisal (2105) find that the curriculum knowledge that teachers require is a must. Indonesian English teachers must to acquire the knowledge of developing curriculum encompassing theoretical concepts and practical matters. The theoretical concepts that they must to know and understand are the principles of curriculum development itself. Moreover, they have to understand how to bring

out an instructional practice from planning to evaluating which require them to decide instructional objectives along with relevant materials, indicators, competency standards, and basic competencies. With respect to the 2013 Curriculum, English teachers are supposed to know the learning objectives. MoNE regulation states that the objective is to improve learners' language competency to communicate with others in daily life activities. In a classroom activity, this learners' communicative competency is applied through the implementation of a text-based approach for both spoken and written materials. What learners study is to understand type, nature, and context of a text well so they are able to express their ideas using appropriate text types depending on their intended purposes.

Shulman (1987) pedagogical knowledge deals with knowledge of teaching acquired through years of process and experience. Consequently, the understanding of pedagogy develops along with the practice a teacher undergoes resulting in various definitions and conceptions. This knowledge is defined as broad principles and strategies of classroom management and organization that appear to transcend subject matter.

Technically, this pedagogic competence includes:

- a. Mastering the characteristics of students
- b. Mastering the theory and principles of learning
- c. Develop curriculum and lesson plans
- d. Organizing educational learning
- e. Utilizing information and communication technology (ICT)

- f. for the sake of learning
- g. Facilitating the development of the potential of students
- h. Communicate effectively, empathically, and politely with participants educate
- i. Organizing evaluation and assessment of learning processes and outcomes
- j. Utilize the results of evaluations and assessments for the benefit of learning
- k. Take reflective action for quality improvement learning

Second, **personality competency**. Personality competency is very needed by the teacher. It can make teaching learning environment more effective, conducive and learner friendly (Bakhru, 2017). Teachers must have honest personality, character noble and an example for students and society. Teacher not only master about subject matter knowledge, but also talk about attitude is very needed. How teachers can inspire the students to have a nice attitude too. Teachers do not walk with arrogant and overbearing which is will make the students uncomfortable. Hence, Bakhru add that teachers must stable personality mature, wise and authoritative. Effective teaching personality includes competencies like having good insight, being satisfied, having resilience, creativity, composure and humor. The teacher should be patient, enthusiastic and energetic, self-satisfied, open-minded and should use self-disclosure to make better bonding with others.

Third, **social competency**. At this stage, teachers should recognise and understand student's potential and ability. Thus, they may find and analyse student's difficulties in learning English. To achieve this, the teacher needs to develop their effective, emphatic, and tactful communications to the learners. This, of course, requires a social competence where teachers' behaviour is

considered. The social competence also stresses on equality, objectively and equitably in treating students in the classroom.

There was a long established practice in the past that learners were considered empty vessels, not least, by English teachers. The birth of MoNE Regulation Number 16/2007 shifted this old practice. The spirit of this regulation mirrors the importance of teachers' knowledge of learners as much research has emphasized. According to Faisal (2015) this knowledge furthermore represents the need for teachers to embrace the student-centered approach. It has been found that this approach successfully encouraged the learners to actively engage in the learning process, thereby becoming independent, curious, initiative, cooperative, creative, and critical. In the student-centered learning activities, English teachers are required to acknowledge their learners' individual diversities. In the context of the Indonesian regulation, this aspect of PCK refers to the knowledge of learners.

With regard to the learners, MoNE regulation mentions that an English teacher needs to understand them and facilitate their potential in such an appropriate and suitable manner that they could achieve the learning objectives. Further, the regulation also requires him/her to be able to acknowledge the learners' potential, existing ability, along with the difficulties in the learning process. Teachers are expected to provide various learning processes to support and actualize their potential and creativity as well. More than that, they should also be able to communicate with the learners' parents and inform them about either progress or difficulty the learners have in any instructional activities.



In accordance with the effective teaching of writing in ELT, positioning the teachers as mediators, facilitators, and managers is of the essence. As a mediator, a teacher is, for example, to assist their learners to relate their existing knowledge to new experience they are going to go through. Consequently, it is a must for a teacher to have such an adequate knowledge as educational media to enhance an effective instructional process. A teacher is also a facilitator who positions themselves as the one not having the most ultimate knowledge, but supporting the instructional process by providing the learners with useful learning activities. As a manager, a teacher is required to govern the instructional process in such a way that learners have more spaces to develop their potentials independently and establish their self-control and self-activity.

These positions must be taken into account to help teachers maintain an appropriate learning instruction which could suit the instructional context and meet the learners' needs. Obviously, meeting their needs is not as simple as it has been thought due to the learner's multifaceted individual differences. Hence, understanding the learners by providing suitable and effective learning instruction and meaningful writing and speaking activities would help them develop, organize, and express their ideas, feeling, and thought.

Based on some of the above explanation can be concluded that social competence is the competence of teachers with regard to the relationship between teachers and the environment or the public, that society is in school or out of school, communicate and interact with both the students and have the values and manners and etiquette in the mix and adhere to the values and norms that apply in



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school and society. Indicators of social competence in this research refers to the opinion of the Mulyasa (2009: 173; Pahrudin,2106) and the development of an interview which contains about communicate and interact effectively, to act as per the norm, religion, law, social and culture Indonesian national, be inclusive, objective, and not discriminative, and communication among teachers, education personnel, parents of students, and the community.

This ability includes the ability of personality, identity, as an educator who becomes a role model for students educate. This competence always describes the principle that the teacher is a person who should be admired and imitated. With In other words, the teacher becomes a role model for students or teachers become role model basic resources for students, especially for basic education levels or kindergarten. Because children act and behave tend to follow what they see and hear. These times Children are more imitating what they see and hear. That is why, early development is often referred to as the process of imitation. Specifically, this ability can be described in the form of:

- a. Educative spirit and act in accordance with religious norms, laws, ocial and national culture of Indonesia.
- b. Appear as an honest person, have a noble character and be role model for students and society.
- c. Appear as a person who is steady, mature, stable and authoritative.
- d. Demonstrate work ethic, responsibility, pride as an employee educator and self-confidence.

This competency is related to the teacher's ability to interact with students and the people around them. Capital interaction in the form of personal communication that can be accepted by participants students and the surrounding community. In this context teachers should have strategies and approaches in carrying out communication tends to be horizontal. Even though, the communication approach is more directed to the formation process of learning community. Furthermore, social skills as follows: Be inclusive and act objectively. Adapt to the work environment and to community environment. Communicate effectively, empathically and politely with the community own profession or other professions, orally and in writing or another form. And communicate empathically and politely with the wider community.

Finally, PCK of knowledge of **professional competence** includeing talk about subject matter. The mastery of subject matter in language includes teachers understanding on language knowledge such as linguistics, discourse, sociolinguistics, and strategy. Further, teachers also need to master the English communication effectively. It is related to the teacher's learning organisation in the class, which invites their creativity in transforming the materials.

Knowledge of subject matter is considered as a prerequisite to teaching. Shulman (1987 )mentions that subject matter knowledge refers to the amount and organization of knowledge per se in the mind of the teacher. Faisal (2015) add that teachers' subject matter need to comprise the knowledge of substantive structures the ways in which the fundamental principles of a discipline are organized and the knowledge of the syntactic structures of a discipline. The

conclusion, this knowledge encompasses teachers' understanding of both theoretical and practical materials of the subject matter they teach.

In the context of the 2013 Curriculum, the teachers' knowledge of subject matter is closely related to the teaching English communicative. A teacher is required to possess adequate language knowledge and to perform her/his language competency in both spoken and written forms. These two aspects play an important role in the transfer of materials to learners. The better the acquisition of these aspects by the teachers, the better their instructional performance.

The Indonesian regulation accommodates the knowledge of pedagogy through the concepts of pedagogical and professional competencies of teachers. These competencies encompass the English teachers' knowledge to prepare, carry out, and evaluate their instructional activities. In this sense, they need to equip themselves with sufficient mastery of learning theories and instructional principles. This mastery helps them design appropriate learning activities which are suitable with their learners and syllabus, and are enriched by appropriate plans, aids, procedures, techniques, and methods.

Executing the plan in the instructional process requires teachers' sufficient communication ability and skill of information technology in order to provide learners with meaningful, purposeful, and interactive learning activities. In addition, it is crucial for teachers to possess knowledge of how to assess and evaluate learners' achievement after they attend the instructional activities. The English teachers' knowledge of pedagogy is required urgently to implement the 2013 Curriculum. Therefore, there exists an urgency for them to enrich their



pedagogical knowledge with the understanding of what scientific approach and genre-based approach.

Professional competence is the basic ability of the workforce educator. He will be called a professional, if he is able to master the skill and theoretical and practical skills in the learning process. These competencies tend to refer to theoretical abilities and field practice. In detail, professional abilities can be described as follows:

- a. Mastering the material, structure, concepts and scientific mindset appropriate and supports the area of expertise/field of study being taught.
- b. Utilizing information technology and technology (ICT) to improve the quality of learning according to the field of study taught.
- c. Mastering the philosophy, methodology, technical and praxis of research and development of appropriate knowledge and support the field his expertise.
- d. Develop themselves and their professional performance by carry out reflective action and use of ICT.
- e. Meningkatkan kinerja dan komitmen dalam pelaksanaan pengabdiankepada masyarakat

For more comprehensive, let see the table below about teacher core competence:

No	Teacher Core competence			
	Pedagogy	Personality	Social	Professional
1	Mastering the characteristic of student	Act according to religious, legal, social and national culture Indonesia	Be inclusive, and act objective	Mastering the material, structure, concept and mindset supporting science taught subjects.
2	Mastering learning theory and learning principles which educates.	Present yourself as honest personality, character noble and an example for students and society	communicate effectively, empathetic, and polite.	Mastering the standard competence and competence the basics of the subject taught.
3	Developing the curriculum	Present yourself as Steady, stable personality mature, wise and authoritative	Easy to adapt with new place	Developing material taught learning creatively
4	Organize educational learning	Demonstrate work ethic, high responsibility, pride in being a teacher and self-confidence.	Communicate with own professional community and other professions orally and writing or other forms.	Develop professionalism sustainable with take reflective action
5	Use information and communication technology	Upholding the code of ethics teacher profession.		Take advantage of technology information and communication to develop themselves..

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6	Facilitating development the potential of students			
7	Communicate effectively, emphatic and polite with learners			
8	Conducting an assesment			
9	Take advantage of the results of the assesment and evaluation for learning interest			
10	Take reflective action			

Figure 7. Ministry of National Educa/tion 16/2007

## B. Pedagogical content knowledge based on integrated Islamic school

Integrated Islamic Schools are in essence schools that implement the concept of Islamic education based on the Al-Quran and As Sunnah. In website of jsit-Indonesia.com, SIT (Sekolah Islam Terpadu) is defined as a school that applies an implementation approach by integrating general education and religious education into one curriculum. Hazairin (personal communication/ management of JSIT Pekanbaru, April 29, 2021) explained that for teachers' curriculum or teacher' competence also according to Ministry of national education number 16/2007. In SIT, teachers also must have four teachers competence (JSIT Indonesia, 2017) such as personal competence, pedagogy competence, professional, personal, and social competence.

SIT also emphasizes integration in learning methods so as to optimize the cognitive, affective and connective domains. The implication of this integration

requires the development of a rich, varied approach to the learning process that uses broad and flexible media and learning resources. The learning method emphasizes the use and approaches that trigger and stimulate the optimization of left brain and right brain empowerment. With this understanding, learning at SIT should be carried out with a (a) problem solving-based approach that trains students to think critically, systematically, logically and in solutions (b) based on creativity that trains students to think original, flexible (flexible) and fluent in imaginative fan. . Skills to carry out various activities that are beneficial and beneficial to themselves and their environment.

The pressure poin of SIT is how to combine general education with religioun education (meaning of terpadu) in jsit-indonesia.com. SIT combines aqliyah, spiritual and religious education. This means that SIT seeks to educate students to become children who develop their intellectual and intellectual abilities, improve the quality of their faith and devotion to Allah SWT, develop noble morals, and also have health, fitness and skills in their daily lives.

SIT combines the involvement and active participation of the learning environment, namely: school, home and community. SIT seeks to optimize and synchronize the roles of teachers, parents and the community in the process of school management and learning so that there is a constructive synergy in building the competence and character of students. Parents are actively involved to enrich and give adequate attention to the educational process of their children. Meanwhile, out-of-school visits or interactions are an effort to bring students closer to the real world that exists in the community. Look at the table below :



No	Teacher core competence			
	Personality	Pedagogy	Professional	Social
1	Complete understanding of Islam	Mastering the characteristic of student	Have good academic mastery	Have the ability to communicate
2	Good manners	Mastering learning theory	Understand integrated Islamic school	Have the ability to cooperation
3	have the ability and integrity	Lesson plan	Understand national education policy	Communicate with own professional community
4	Special personality	Master ICT	understand the code of ethics of integrated Islamic school	
5		Develop learning strategy		
6		Able to design learning environment		
7		Internalization of Islamic values		
8		Develop learning evaluation		
9		Study report		
10		Classroom action research		

Figure 8. JSIT Indonesia, 2017

### 2.3 Teacher's challenge in teaching English as foreign language

Teaching English as a foreign language is a challenging task in developing countries like Indonesia. English has been included in the curriculum of Indonesian schools and universities. Since English teachers do not only teach

about language skills such as those four skills such as listening, reading, writing and speaking but they also have to help, facilitates, encourages students to have enthusiasm, good attitude, and motivation towards English (Songbatumis, 2017; Utomo,etc,2020). In other hand, English language only use in classroom acivity, of course teacher need more hard attention about this subject where one of goal is students be able to speak English.

In teaching learning process, teachers need some an overview that they will face in teaching English as a foreign language. In the implementation of the teaching and learning process in the classroom, English teachers still find some challenges. The challenges depends on who's perspective, holding time, situations, etc. Competency in English language teaching shows on content or subject matter knowledge, teaching skill and the ability to teach in English. It is mean that more one knows of language, the better prepared one is to teach it (Richards, 2017).

A study conducted by Akbari (2015) found that there were seven kinds of problem can happen in teaching English as foreign language. They were such as come from teachers, students, text book, teaching methods, language assessment, curriculum and political side. He conclude that students still difficult to express their skill in using English language as a tool for communication. And for teachers, they need to make a syllabus with interesting for student activity in the class.

Goldfus (2011) identified some challenges facing the foreign language teacher educator in teaching English in multicultural classroom in the 21st

century. There are at least six challenges that need more attention for teaching English as a foreign language:

1. New perception of foreign language teacher education. It is because students come from different population and diverse populations and multilingual and multicultural settings become integral to curriculum and instruction in teacher education.
2. Theory versus practice. Teachers must have balance knowledge between theory and practice. Because teachers will get difficult if only think about theories but not for practice.
3. Teaching reading proficiency. teacher need to have good habit in reading comprehension. Because there is a need to re-define professional practice in light of a new type of teacher education (CochranSmith, 2005;Goldfus 2011)
4. New perception of literacy. It is must become an attention for the teacher, because in teaching English not only about speaking but also reading and writing.
5. Brain and language learning. Using sophisticated imaging techniques to monitor the brain activity of children and adolescents while they are reading, writing and speaking has provided exciting opportunities to learn about the learning processes and has brought brain research into the educational setting. The result in the development of a generation of new teachers who are scientist-practitioner educators able to create optimal learning environments for all students.



6. Learning disabilities and foreign language acquisition. Teachers as a fasilitator can help their student with learning disabilities in learning an L2.

#### 2.4 Related studies

As the comparison of this research, here are some researches Pedagogical Content Knowledge in Teaching English. The first researcher is Faisal (2015) with the title Pedagogical Content Knowledge in Indonesian English Language Teaching. He found that Indonesian teachers require to implement the 2013 Curriculum and develop their junior high school learner's written English effectively, as mandated by the Regulation Number 16/2007. Based on the commonalities of the PCK components in international and Indonesian teaching of English as a foreign language, the components of PCK comprise knowledge of learners, subject matter, general pedagogy, and curriculum. Following manifest-latent content analysis principles, this study identified that this regulation defines and derives the concept of PCK into what it calls teachers' four competencies, namely pedagogical, professional, personal, and social competencies.

The second researcher is Moganashwari Kandasamy (2008). The title is pedagogical content knowledge: a case study of ESL teachers. He found that the novice participant had sufficient pedagogical content knowledge but was not able to deliver the content successfully in a manner that the low achievers were able to comprehend. Alternatively, the experienced participant was confident in delivering the lesson using a variety of examples, teaching aids and also activities to ensure the lessons were successful. The major challenges both



the novice and experienced ESL teachers faced were related to students' attitude and motivation towards learning the subject. The study proposes the novice teachers to have a mentor to assist them for a good number of years. As for the experienced teachers they should keep themselves updated with the latest pedagogy, engage in good networking to exchange ideas and share insightful thoughts relevant to students' achievement in mastering English exquisitely.

Another researchers are Dragana Božić Lenard , Ivan Lenard (2018) that focus on examining pedagogical content knowledge of ESP teachers. The aim of this paper was to study English for Specific Purposes (ESP) teachers' teaching experience. For that purpose, 47 ESP teachers working at 7 Croatian universities voluntarily participated in an anonymous survey whose results were processed in SPSS. The results indicated that the teachers compile their teaching materials consulting various available resources, but rarely cooperate with their specialized course colleagues despite recognizing the importance and fruitfulness of such cooperation. In spite of feeling less confident about content knowledge, the teachers prepare thoroughly and present content in an appealing and interesting way. Finally, the teachers carry out course evaluations implementing students' suggestions into their courses, all of which point to the teachers' carefully considering all elements of the teaching process constantly aiming to improve both their own and students' performance.

Julia A Creasy (2012) also explore the relationship between teachers' PCK and students opportunities related to learning outcomes in primary school physical education (PE), during ball game instruction. Data were collected from five

female, primary PE specialist teachers and 125 students from the participating teachers' classes. Teacher PCK aligned with higher level curriculum/developmental outcomes, greater student enjoyment and engagement, and more effective for student. This research highlights the importance of PCK in accessing students' opportunities related to learning.

Ibrahim (2016) also did his research in MTS Banda Aceh with four different teachers about their pedagogical content knowledge in teaching English and how they developed their knowledge of teaching. This research was a classroom research and the focus of the analysis was knowledge of the subject, teaching strategies and knowledge of learners' conceptions. In the last trait analyzed, these four teachers had limited knowledge of how to identify the conceptions of learners even though they had had many years' experience as English teachers and had often observed other colleagues. The differences in teaching knowledge amongst the sample teachers could be caused by many factors such as different methodologies used, different teaching experiences, different marital status, and different language backgrounds of the students. This study shows that these teachers still needed to improve their PCK.

Ghasem Aghajanzadeh Kiasi, Ph.D, et all (2018) found the impact of high school English teachers' awareness of pedagogical competence on student learning. A psychometric measurement instrument of English language teachers' pedagogical competence (ELTPC) was first developed through factor analysis with 320 high school teachers in Guilan, Northern Iran. Based on the developed instrument, 36 teachers were divided into two groups of aware and unaware



teachers of pedagogical competence (PC) according to Contrasting Groups Method of cut score. Then, 160 high school third graders received instruction from the aware and unaware teachers for 7 weeks. Finally, a survey regarding the teachers' implementation of pedagogical competence in classrooms was conducted with 30 students. The findings from the experiment and survey supported the teachers in aware group. Although, based on the survey results, the aware teachers were reported to act better, they were not reported as highly practicing the pedagogical competence. The findings can be practically used by schools, education administration, and teacher educators.

Rahmani, et all (2017) title was about Indonesian ESL Teachers' pedagogical content knowledge (PCK) in responding to the curriculum changing. She focused on the analyzing and mapping the pedagogical and content knowledge (PCK) of In-Service English High-School teachers in Indonesia in responding the Indonesian Curriculum Changing namely Curriculum 2013. This study was also conducted since the score of Teacher Competencies Test (UKG) for Indonesian ESL teacher was still low. Therefore, the questionnaire was designed and adapted from TPACK questionnaire to gather the data of Indonesian ESL Senior High School Teacher on their perception and understanding on Pedagogical Knowledge (PK), Content Knowledge (CK), Pedagogical and Content Knowledge (PCK) and also their understanding on Curriculum changing (CC) that happened recently.

Siping Liu (2013) with his research about pedagogical content knowledge: a case study of ESL teacher educator. This single-case study focused on the

pedagogical content knowledge (PCK) of a university faculty member teaching Second Language Acquisition to elementary teacher candidates. The research questions address the pattern and development of PCK for ESL teaching. Based on data from classroom observation, interviews and document review, the study finds that policy and culture are predominated parts in ESL teacher education, the early period contributes more constructively to the formation of PCK, and pedagogical knowledge plays a more active role in teaching ESL.

Al- Jaro, et all (2017) conducted the research about analyse the pedagogical content knowledge (PCK) in the current curriculum of the English teacher education programme (ETEP) at a Faculty of Education in a Yemeni University. PCK and teaching competencies take shape within the initial preparation of ETEP in which student teachers spend a long time receiving knowledge and understanding the teaching context before they practically experience teaching at schools. During their BA study, students are required to study 49 courses which can be categorised into four main components: skills, linguistics, literature and professional. This study analyses the content of the curriculum courses so as to visualise the way student teachers translate what they have learned into pedagogical practices during their teaching practices. In this study, the curriculum content of ETEP is qualitatively analysed using the inductive approach.



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## 2.4 Theoretical framework

By synthesizing theories and research findings discussed above, in this study teachers' pedagogical content knowledge in teaching English can be conceptualized into the following contextual framework. The conceptualization of PCK for teaching English as a foreign language described below highlights the interaction from Shulman, concept of PCK from SIT and from Indonesia government. The framework is presented in Diagram 1. In this diagram, we can see that shulman theory is almost similiar with pck applies in Indonesia.

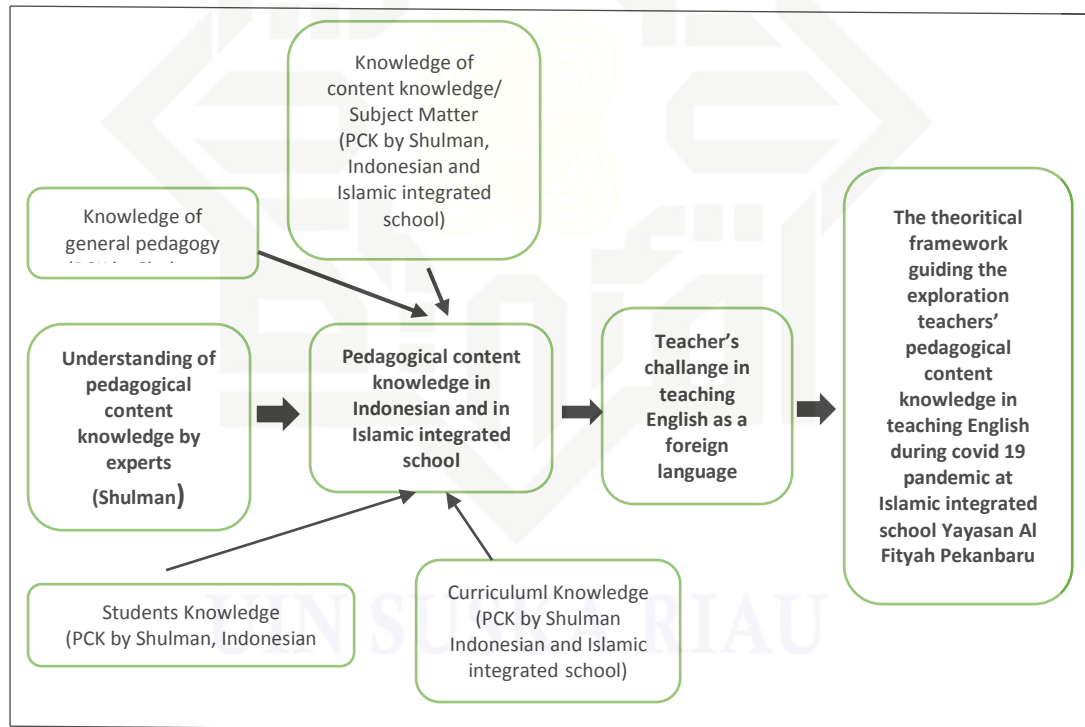


Diagram 1. A theoretical framework for exploring teachers' pedagogical content knowledge in teaching English

This chapter also showed that there has been no known research exploring this issue in the context of theoretical and empirical literature in teachers pedagogical content knowledge in teaching learning process during covid 19 pandemic at integrated Islamic school in Diagram 2, the literature review,

however, provided a direction to explore the component of teachers' pedagogical content knowledge in teaching english during covid 19 at integrated islamic school. This study, therefore, is expected to fill the gap in the literature and to provide directions and insights about how teacher could teach english during covid19.

The literature reviewed indicated that a holistic understanding of the knowledge base of teacher education teachers' pedagogical content knowledge in teaching english during covid 19 at integrated islamic school. In order to achieve such an understanding, relevant literature concerning development of and approaches to pedagogical content knowledge was reviewed. The review was aimed to generate ideas about teachers' pedagogical content knowledge in teaching english during covid 19. In term of content, the literature showed that there are at least four major elements of the knowledge base of teachers' pedagogical content knowledge that need to be represented in the applying of PCK in teaching English during covid 19. These are:

- (a) Competency of pedagogy. Pedagogical knowledge connects with knowledge of teaching acquired through years of process and experiences. Hence, the understanding of pedagogy develops along with the practice a teacher undergoes resulting in various definitions and conceptions. According to Shulman 1987), this knowledge is defined as broad principles and strategies of classroom management and organization that appear to transcend subject matter.

- (b) Competency of student knowledge. Knowledge of students' preconceptions or misconceptions about the topics they learn, and knowledge of the topics students find interesting, difficult or easy to learn, which is influenced by knowledge of students (Gudmundsdottir & Shulman, 1987; Jing jing, 2014).
- (c) Competency of curriculum. According to shulman (1986) knowledge of curriculum relates to teachers understanding to make design specific programmes, topic and subject matter to be taught in different grade level. Curriculum knowledge consist of awareness of various instructional materials, teaching procedures, and learning objectives.
- (d) Competency of content knowledge. Shulman (1986) stated that content knowledge includes knowledge of concepts, theories, ideas, frameworks of thought, methods of proof and evidence. Knowledge of the central topics, concepts, and areas of the subject matter that teach to the students and knowledge of analogies, similes, examples and metaphors by which to explain the subject matter to students, which is influenced by content knowledge

In addition to looking at how teachers' pedagogical content knowledge in teaching English, it is unequivocally important to view it as the reference that generates insights about the implementation of teachers' pedagogical content knowledge explored in this study. The literature reviewed indicated that teachers' pegagogical content knowledge need to be implemented in ways that promote teachers' lifelong professional development.



Finally, it is important to state that exploration of the principles, content, and implementation of teachers' pedagogical content knowledge in this study was conducted with awareness and consideration of the non-native speakers' context as well as the institutional and sociocultural contexts surrounding of English teachers involved in this study. For that purpose, literature relevant to the issues of non-native English speakers learning to become English teachers, Islamic integrated school, and Indonesian education was also reviewed.

## 2.5 Research questions

Drawing from the literature review presented in this chapter, and the contexts, background and purposes of the study presented in the previous chapters, research questions in this study were formulated as follows:

1. How did English teachers apply their pedagogical content knowledge in teaching English as a foreign language during covid 19 pandemic at islamic integrated school Al Fityah Pekanbaru?  
In what ways is the application of pedagogical content knowledge different and similar among teachers who teach English at elementary school, junior high school, and senior high school at Yayasan AlFityah Pekanbaru?
2. Were there any challenges that faced by English teachers in applying their pedagogical content knowledge in teaching English as a foreign language during covid 19 pandemic at islamic integrated school Al Fityah Pekanbaru?  
Why did/ did not the chalengges appear in the teacher' aplication of their pedagogical content konwledge in teaching English as a foreign language during covid 19 pandemic at islamic integrated school Al Fityah Pekanbaru?



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## CHAPTER III

### RESEARCH METHOD

This chapter discusses aspect of the methodological approach and procedures used to explore the answer to the research question. This chapter includes sections on defining research design, portraying sites and participants, delineating data collection technique, and outlining the data analysis.

The first section provides an explanation how this research was designed as a case study involving qualitative data. The second section presents a depiction of the research site as bounded on particular schools where the problems will be found. The third section describes the participants involved in this research and the justification of why they are selected. The next section presents how each technique of data collection will be constructed and used in gathering the data needed in this study. The last section explains the detail procedures how the data will be analyzed. This chapter concludes with a section summarizing all the relevant aspects of the research methodology employed in this study.

#### 3.1 Research Design

This study employed a qualitative approach and a case study research design. The justification for these choices is presented below.

##### 3.1.1 Qualitative approach

This qualitative approach in this study intend to get insight understanding about teachers' pedagogical content knowledge in teaching English. It is a relevant research approach because this study involves exploration as a process to generate deep understanding of the problems identified in the previous chapters

(Creswell, 2012, p. 16). Qualitative research can also be explained as an effective model that occurs in a natural setting that enables the researcher to develop a level of detail from being highly involve in the actual experiences (Creswell, 2003; Williams,2007). In qualitative research, statistics are not used to analyze the data; instead, the inquirer analyzes words (e.g., transcriptions from interviews) or images (e.g., photographs).

Educational anthropologists focused on subculture groups such as: career and life histories or role analyses of individuals micro ethnographies of small work and leisure groups within classrooms or schools, studies of single classrooms abstracted as small societies. Studies of school facilities or school districts that approach these units as discrete communities (LeCompte et al., 1993, p. 14; Creswell, 2012)

It is useful to consider the types of cases that qualitative researchers often study: The “case” may be a single individual, several individuals separately or in a group, a program, events, or activities (e.g., a teacher, several teachers, or the implementation of a new math program). The “case” may represent a process consisting of a series of steps (e.g., a college curriculum process) that form a sequence of activities. A “case” may be selected for study because it is unusual and has merit in and of itself. When the case itself is of interest, it is called an intrinsic case. The study of a bilingual school illustrates this form of a case study (Stake, 2000). Alternatively, the focus of a qualitative study may be a specific issue, with a case (or cases) used to illustrate the issue. This type of case is called an instrumental case, because it serves the purpose of illuminating a particular



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issue. For example, the issue of language learning might be studied in a case study of a bilingual school.

The next step is to choose the data collection method(s) that will be used in qualitative research. The most common data collection methods used in qualitative research by Ary donald (2010) are (1) observation, (2) interviewing, and (3) document or artifact analysis. The writer need to do an observation directly in the classroom activity, interview, and collecting document. The use of observation to get the information about how three English teachers apply their pedagogical content knowledge in the class activity. The interviews will conduct largely by meet directly, with questions focus on pedagogic choices, rationale, influences and contexts.

### 3.1.2 Case study research

Case studies as well as phenomenology can be used to study individuals. The case in my research is about three teachers in integrated Islamic school in yayasan Alfityah Pekanbaru, teachers who teach English in elementary, junior high school and senior high school. English subject as a course, is the study of “the process by which people develop proficiency in a second or foreign language” (Richards, Platt & Platt, 2000, p. 123).

A case study is an important type of ethnography, although it differs from an ethnography in several important ways. Case study researchers may focus on a program, event, or activity involving individuals rather than a group (Stake, 1995). Also, when case study writers research a group, they may be more interested in describing the activities of the group instead of identifying shared

patterns of behavior exhibited by the group. The ethnographer searches for the shared patterns that develop as a group interacts over time. Finally, case study researchers are less likely to identify a cultural theme to examine at the beginning of a study, especially one from anthropology; instead, they focus on an in-depth exploration of the actual “case” (Yin, 2008). Although some researchers identify “case” as an object of study (take, 1995), others consider it to be a procedure of inquiry (e.g., Merriam, 1998 ). A case study is an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection (Creswell, 2007). *Bounded* means that the case is separated out for research in terms of time, place, or some physical boundaries.

Case studies may also include multiple cases, called a collective case study (Stake, 1995), in which multiple cases are described and compared to provide insight into an issue. A case study researcher might examine several schools to illustrate alternative approaches to school choice for students. The researcher seeks to develop an in-depth understanding of the case by collecting multiple forms of data (e.g., pictures, scrapbooks, videotapes, and e-mails). Providing this in-depth understanding requires that only a few cases be studied, because for each case examined, the researcher has less time to devote to exploring the depths of any one case.

For a realist ethnography, the focus is on understanding a culture-sharing group and using the group to develop a deeper understanding of a cultural theme. The culture-sharing group may be an entire school or a single classroom. The themes may include such topics as enculturation, acculturation, socialization,



institutionalized education, learning and cognition, and child and adult development (LeCompte et al., 1993).

For a case study, the focus is on developing an in-depth understanding of a case, such as an event, activity, or process. In education, this often includes the study of an individual or several individuals, such as students or teachers. The important considerations is how you will use the case, such as to assess its intrinsic merit, to understand an issues, or to provide information to compare several cases.

In a critical ethnography, the intent changes dramatically from those used in a realist or case study projects. A critical ethnographer seeks to address an inequity in society or schools, plans to use the research to advocate and call for changes, and typically identifies a specific issue (e.g., inequality, dominance, oppression, or empowerment) to study.

### 3.2 Research site

It is typical in qualitative research to study a few individuals or a few cases. This is because the overall ability of a researcher to provide an in-depth picture diminishes with the addition of each new individual or site. One objective of qualitative research is to present the complexity of a site or of the information provided by individuals. In qualitative research, we need greater access to the site because writer would typically go to the site and interview people or observe them. This process requires a greater level of participation from the site. Writer would record information on self-designed protocols that help me organize information reported by participants to each question.

This research will take in one yayasan Al Fityah Pekanbaru where it became part of JSIT. These school have more attention in English subject where the teachers not only how to teach English subject well, but also how teachers transform value of Islam in teaching learning process.

This school was founded in 2007. The location is in Pekanbaru city. School accreditation is B. This school appeared to be a solution in choosing one of quality school in Pekanbaru. The students ever follow some competitions in English olympiad. English lesson taught with four hour a week. There are three teachers in this yayasan. One level study has one English teacher.

### 3.3 Participant

The research term used for qualitative sampling is purposeful sampling. In purposeful sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon. The standard used in choosing participants and sites is whether they are “information rich” (Patton, 1990, p. 169; Creswell, 2012). In any given qualitative study, writer may decide to study a site (e.g., one college campus), several sites (three small liberal arts campuses), individuals or groups (freshman students), or some combination (two liberal arts campuses and several freshman students on those campuses). Purposeful sampling thus applies to both individuals and sites. These strategies are differentiated in terms of whether they are employed before data collection begins or after data collection has started (an approach consistent with an emerging design).



A participant is a group of individuals who have the same characteristic. For example, all teachers would make up the population of teachers, and all high school administrators in a school district would comprise the population of administrators. As these example illustrates, populations can be small or large. Writer need to decide what group would like to study. In practice, quantitative researchers sample from lists and people available. A target population (or the sampling frame) is a group of individuals (or a group of organizations) with some common definition characteristic that the researcher can identify and study. Within this target population, researchers then select a sample for study. A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In an ideal situation, you can select a sample of individuals who are representative of the entire population.

This research aims to explore how teachers' pedagogical content knowledge is in teaching English. The participants are selected by using purposive sampling which it is according to Creswell(2012) that purposeful sampling refers to a process where participants are selected because they meet criteria that have been predetermined by the researcher as relevant to addressing the research question. It's mean that qualitative inquiry seek to understand the meaning of teachers' pedagogical content knowledge in English teaching process from the perspective of the participant. Shulman (1986) noted that PCK is a form of teacher knowledge which draws heavily upon individual's knowledge of content, hence researcher knowledge of content is important. The researcher selected only English teachers.

The researcher will take three English teachers where it come from three difference level of schools but still in one yayasan. The teachers have an experience teaching about English subject in elementary school, junior high school and senior high school. Moreover, this study do not use the real name of each teacher during the discussions of the research results. First teacher is an experience teacher and come from one of best university in Riau. He teaches for six classes. Second teacher has four year experiences in teaching. She graduated from English department. She had an experience in teaching immigrant people who stay in Pekanbaru city. The third teacher also graduated from one of private university in Riau. He teaches for four classes with eighty students. Researcher select the participant of the research because they can give the important information about the research.

### 3.4 Data collection

Evidence for case study may come from six sources (Yin, 2003). Methods of data collection that researcher use are such as, interviews, document analysis, and classroom observations. In qualitative research, researcher approach relies on general interviews or observations (Creswell,2000).

#### 3.4.1 Classroom observations

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. As a form of data collection, observation has both advantages and disadvantages. Advantages include the opportunity to record information as it occurs in a setting, to study actual



behavior, and to study individuals. Writer choose the nonparticipant observer is an “outsider” who sits on the periphery or some advantageous place (e.g., the back of the classroom) to watch and record the phenomenon under study. This role requires less access than the participant role, and gatekeepers and individuals at a research site may be more comfortable with it. However, by not actively participating, you will remove yourself from actual experiences, and the observations writer made may not be as concrete as if you had participated in the activities.

Observation is the process of gathering open-ended, firsthand information by researcher and places at a research site (Creswell,2000). As a form of data collection, observation. Classroom observation is a method of data collection used to explore how teachers pedagogical content knowledge in teaching English in yayasan Al Fityah.

The use of this method of data collection is based on the understanding that observations of curriculum implementation in classroom teachings can provide answers to questions being investigated (Hancock, etc, 2006). During the observations, the researcher take descriptive and reflective field notes. After obtaining consent from the teachers observed, all classroom observations are also video-recorded to facilitate holistic analysis of the data obtain.

### 3.4.2 Interview

The interview is one of the most widely use and basic methods for obtaining qualitative data. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words (Ary donald,

2010). They are used to help understand the process of teachers' pedagogical content knowledge in teaching English.

In studying how teachers know their pedagogical content knowledge (PCK), researcher need to interview the teachers to get the data according to the yield activity. The question about what's teachers already know about PCK, what is the barrier that teacher face in the class, how important to apply PCK in teaching English and to understand teachers experiences in PCK activity. How teachers plan and conduct instruction is a vision of what it means to each a particular subject matter (Grossman, 1989). To gather the data about teachers' subject specific goals for students and their belief about the central purposes for studying English, as well as their knowledge and beliefs about the nature of English as a foreign language subject compose their overarching conceptions of what it means to teach English, which it is one component of pedagogical content knowledge.

Interviews will be used by the researcher to convert information directly obtain from inside a person head, to measure what a person knows (knowledge or information), what a person likes or dislikes (values or preferences), what a person thinks (attitudes and beliefs), what experiences have taken place (biography) and what is occurring in the present (Tuckman, 1978; Bukhori, 2017).

The interview will explain in terms of individuals directing their attention towards each other with the purpose of opening up the possibilities of gaining



insight into the experiences, concerns, interests, beliefs, values, knowledge and ways of seeing, thinking and acting of the other (See Schostak,2006;Mercy L,2016). The researcher use an interview guide and audio recorder to collect the data about the teachers' pedagogical content knowledge. Also provide open-ended questions that they will ask. These interviews enable them to probe for further information, elaboration, and clarification of responses, while maintaining a feeling of openness to the participants' responses.

Furthermore, the purpose of these interviews are to find out how the teachers will organize the lesson, the teacher's knowledge of key concepts to be taught, the teaching strategy to be used, how the teachers plan to assist the learners to overcome difficulties, assessment tasks, and any expectations of learners' misconceptions that the teacher may do. In addition, the interview transcripts are scrutinize and the sections which are related to the characteristics of teacher educators' pedagogical knowledge will identify, with shorthand designations in the form of gerund phrases assigned to each of the segments (Moradkhani, 2013).

In qualitative research, writer ask open-ended questions so that the participants can best voice their experiences unconstrained by any perspectives of the researcher or past research findings. An open-ended response to a question allows the participant to create the options for responding. For example, in a qualitative interview of athletes in high schools, you might ask, "How do you ask your students active in the class?" The teacher then creates a response to this question without being forced into response possibilities. The researcher often

audiotapes the conversation and transcribes the information into words for analysis. Interviews in qualitative research have both advantages and disadvantages. Some advantages are that they provide useful information when you cannot directly observe participants, and they permit participants to describe detailed personal information. Compared to the observer, the interviewer also has better control over the types of information received, because the interviewer can ask specific questions to elicit this information. Also during the interview, writer need to give some attention to the conversation with the participants. This attention may require saying little, handling emotional outbursts, and using icebreakers to encourage individuals to talk. With all of these issues to balance, it is little wonder inexperienced researchers express surprise about the difficulty of conducting interviews.

The most time-consuming and costly approach is to conduct individual interviews. A popular approach in educational research, the one-on-one interview is a data collection process in which the researcher asks questions to and records answers from only one participant in the study at a time. In a qualitative project, writer used several one-on-one interviews. One-on-one interviews are ideal for interviewing participants who are not hesitant to speak, who are articulate, and who can share ideas comfortably.

### 3.4.3 Document analysis

These sources provide valuable information in helping researchers understand central phenomena in qualitative studies (Creswell, 2012). Documents represent a good source for text (word) data for a qualitative study. They have the



advantage of being in the language and words of the participants, who have usually given thoughtful attention to them. They are ready for analysis without the necessary transcription that is required with observational or interview data.

Documents provide background and context, additional questions to be asked, supplementary data, a means of tracking change and development, and verification of findings (Bowen, 2009). Documents will help researcher to analysis according to the data such as lesson plan, syllabus, curriculum, assignment handouts, and informational handouts, which are also used to validate interview data in the school.

Creswell (2012) stated that a valuable source of information in qualitative research can be documents. Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters. These sources provide valuable information in helping researchers understand central phenomena in qualitative studies. They represent public and private documents. Examples of public documents are minutes from meetings, official memos, records in the public domain, and archival material in libraries. Private documents consist of personal journals and diaries, letters, personal notes, and jottings individuals write to themselves. Documents represent a good source for text (word) data for a qualitative study. They provide the advantage of being in the language and words of the participants, who have usually given thoughtful attention to them. They are also ready for analysis without the necessary transcription that is required with observational or interview data.

### 3.5 Data Analysis

In this study, the writer will begin to analysis the data after have collected the information from three English teachers. This analysis initially consists of developing a general sense of the data (Creswell,2012), and then coding description and themes about the central phenomenon from three teachers who apply pedagogical content knowledge in teaching English.

The data also need from the headmaster of each school to help researcher to gain the data insight, such as how and when administration of teachers' interviews can be done. It also help the researcher to gain access to relevant curriculum documents, class schedule, and contact numbers of teachers, which also facilitate the later stages of data collection. This initial stage of data analysis reflects the simultaneous process characterizing qualitative research, in which data collection and data analysis often have to be done concurrently (Creswell, 2012)

### 3.6 Ethical Consideration

It is important to respect the site in which the research takes place. This respect should be shown by gaining permission before entering a site, by disturbing the site as little as possible during a study, and by viewing oneself as a “guest” at the place of study. Lincoln Public Schools (n.d.) in Lincoln, Nebraska, provides illustrative guidelines to follow for conducting research with minimal disruption to a school district. Their guidelines list several reasons why a project may not be approved. Disapproved projects are those that take away considerable amounts of instructional time; require large amounts of teacher, administrator, or office time (the district may ask to be reimbursed for the costs of compiling information, staff

time, or materials); interfere with district data collection or the work of current research projects; are planned for the first or last month of the school year; or are received too late in the year to be adequately reviewed.

Based on Creswell (2012) another strategy for respecting the research site with minimal disruption is to gain access through gatekeepers (or officials). Researchers need to consult with different gatekeepers at multiple levels in an organization. For example, in a study in one high school classroom, the researcher will get the permission from several individuals, including the school board responsible for ensuring that the rights of human participants were protected, the research official in the school district, the principal of the school, the teacher in a government class, and the actual students who participated in the study and their parents. Other ethical issues arise in data collection and are associated with specific types of research designs. Writers need to not purposefully deprive some participants of helpful treatments, only publish positive results, or fail to disclose the purpose of the study to participants. It is helpful to involve stakeholders in assessing risk to participants, and to not pressure participants into signing consent forms (S. Levy, personal communication, May 3, 2010), to not engage in practices that create power imbalances, and to respect norms of indigenous cultures (Lincoln, 2009).

This exploration descriptive quantitative involve three different teachers that are teaching in different schools. So, there is a set of guidelines that are completed in regards to ethical issues. Hence, in the first time researcher has asked permission first to headmaster for doing research in that school. And



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explain about kind of research that researcher will do (quantitative research). The protocol is approved and registered by the principal.

Teachers' participation is an English teacher in each school. Participants are provide with a written statement that describes the nature, purpose, and also procedure of the research. The statement explain what data will be collected and how it would be used, and asking for permission to take pictures and video recordings from the classes. Teachers are autonomous in planning and developing the activities that they do regularly in their work. Pseudonyms are used to protect the privacy of schools and participants.

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## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter present the conclusion based on the data analysis about teachers' pedagogical content knowledge in teaching english during covid 19 pandemic at Yayasan Al Fityah Pekanbaru. Beside the conclusion, this chapter also provide the implication and recommendations for the teacher, schools also the other researcher. This chapter also brings together the findings of the analysed data of semi-structured interviews, classroom observations about teachers pedagogical content knowledge in teaching English. This chapter will elaborate on the contributions of the study to the literature of PCK in the Indonesian context.

#### 5.1 Conclusion

Pedagogical content knowledge (PCK) has an important role in an instructional practice. PCK defined as the knowledge of to transform and to teach subject matter into forms more comprehensible, easily and accessible to learners and previously constituting subject matter, learners, and pedagogy has attracted many scholars from various fields to explore the definition and components of PCK. In this study, the proposed definition is teachers' understanding and enactment of how to assist learners to understand various English material through preparations, representations, and assessments in the learning environment. The proposed components of PCK in this study are teachers' knowledge of subject matter, learners, general pedagogy, and curriculum.

After writer did an interview with three teachers, writer could understand about their explanation about how the way they applied pedagogical content knowledge in teaching English during covid 19 pandemic. They must used different way especially in online class. They must more ready to prepare all aspect that teacher need before teaching, during teaching and also after teaching.

In observation activity for three teachers that have been studied, the authors found that overall the teachers had implemented pedagogical content knowledge in learning English as well as they could. Teacher prepared their self how to managed the class, kind of lesson that all stated in lesson plan. In activity during taught the student teachers also used media such zoom, whatsapp, youtube, etc to help students more enjoy. Because they would like to stay for more than for one hour in front of screen of notebook or handphone. Beside it, teacher also gave chance to the students to worked in pairs, sometimes teachers asked for discusiion. This situation would stimulate students about prior knowledge or about their experience according to lesson topic.

## 5.2 Suggestion

The identification and review of the PCK components in this regulation lead to some implications. It is urgent for teachers to provide themselves with sufficient knowledge of curriculum as it provides teachers with the objectives the learners should attain. Knowledge of subject matters and learners including their characteristics and potential must also be taken into account. The suggestion for the teachers in teaching learning process were how to make students more active and more pay attention when attend the class. Teachers made sure first that students were able to follow the class



In addition, acquiring adequate knowledge of pedagogy helps learners achieve the intended instructional objectives through effective and meaningful learning activities. For the next researcher can find or identify the challenge from the students side in language learning process. The relationship between the language proficiency of language teachers' and their ability to teach in the language is complex, and often problematic both for teachers who recognize limitations in their language abilities as well as for providers of training and professional development programmes for teachers.

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1	27 Des 2019	The implementation of bilingual Education In Teaching and learning of Islamic School Riau Global Terpadu Pekanbaru		Mursida
2				
3	27 Des 2019	An Analysis The students' Grammatical Error in writing at IAIN Padang Sidempuan		Maria ulfah
4				
5	27 Des 2019	The effect of pow + Tree and power strategy in writing essay on Fourth semester at FKIP OMLAK		Nurhdayah
6				
7				
8	27 Des 2019	Spiritual values integration in English Language Teaching (ELT) at Madrasah Tsanawiyah M Pekanbaru		Annisya
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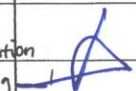

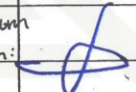
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1	27 Des 2019	Teacher's Pedagogical and Personal Competence Toward Students' Motivation with learning outcomes as Intervening variable		Bagus Tri Saputra
2				
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4	27 Des 2019	exploring classroom management in Teaching learning Process case study at MA's NU Sibuhuan North Sumatra		Lijah Adena
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7	27 Des 2019	The implementation of 2013 Curriculum based on English Teacher's Perception: A case study at SMAN 1 Tapung		Laila Yunita Sari
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 KONSENTRASI : PBL

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1	Jum'at/14-9-18	The effect of using Hypnoteaching of the students' vocabulary mastery and Their Motivation in learning vocabulary at state Senior high school 3 padang Sidempuan		M. Aulia Harahap
2				
3				
4		The use Repetition and collocation in theses written by undergraduate students Majoring In English of Islamic university of Riau		Ari Supriadi
5				
6		Teacher's strategies to overcome Students Difficulties in Listening comprehension at state of Senior high school 1 hulu kuantan		Yozil Fernandes
7				
8		The Effect of using whatsapp Messenger Grup on learning motivation of English at Riau university		Asri zulbeni
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 KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	24 Juli 2019	The Comparison between Predict		Hilma Julita
2		Ogram and Rally table strategy		Jufri
3		on student's Reading Comprehension		
4		at vocational		
5				
6	24 Juli 2019	The Effects of Flash Card on the		Ihwan Rahmat
7		student's vocabulary mastery and		Hasbiwan
8		their speaking Ability at Mrs Mu		
9		Sibuhwan Padang lawas Regency		
10		North Sumatra		
11				
12	24 Juli 2019	The student's activities in English		Ricki
13		Club at university of Ria Care		Mardhatillah
14		study of English Cub at university		
15		of Riau)		

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 PROGRAM : PASCASARJANA  
 PRODI : PA1  
 KONSENTRASI : PB1

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	24 Juli 2019	The Comparison between LPD and KWL		Hellen Mulya Saputri
2		Strategies on students Reading Comprehension at SMAN 1 Kampar kiri		
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5	24 Juli 2019	The effect of using interactive word walls strategy and Motivation on Students' vocabulary mastery at SMPs IT Husna kampar Regency		Fibria Imelda
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10	24 Juli 2019	The effect of using wordless picture books strategy on students writing ability and motivation at state senior high school 1 Tambusai Utara Rokan hulu		Susmanwati
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Prof. Dr. Afrizal, M, MA  
 NIP. 19591015 198903 1 001




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 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI  
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Dian Riza Kartina  
 NIM : 21890120071  
 PROGRAM : Pasca SARJANA  
 PRODI : PA1  
 KONSENTRASI : PB

NO	TGL/HARI	JUDULTESIS/DISERTASI	PARAF SEKRETARIS	KET
1	25 Juli 2019	The influence of students' simple		Zakiah
2		Past Tense Comprehension and their		Mulyana
3		learning style on studentss writing		
4		ability 'In recount text of the tenth		
5		grade at state Islamic Senior Higs school		
6		Kuansing		
7				
8	25 Juli 2019	The effect of using Cooperative Integrated		syamsidar
9		Reading and comparisen (CIRC) method		
10		In Teaching Narrative Text toward		
11		students' Reading comprehension at the		
12		eleventh grade of SMAN 1 Rimba		
13				
14	25 Juli 2019	A case study of students' anxiety inthe		Finola
15		Impromptu debate in English clastrom		Nusfians

social 2 at SMAN 11 Pekanbaru  
 Pekanbaru, July 20..19  
 Direktur,

**Prof. Dr. Afrizal, M, MA**  
 NIP. 19591015 198903 1 001




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 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI  
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Dian Riza Kartina  
 NIM : 21890120071  
 PROGRAM : Pasca SARJANA  
 PRODI : PA1  
 KONSENTRASI : PS

NO	TGL/HARI	JUDULTESIS/DISERTASI	PARAF SEKRETARIS	KET
1	25 Juli 2019	The influence of students' simple		Zakiah
2		Past Tense Comprehension and their		Mulyana
3		learning style on students writing		
4		ability in recount text of the tenth		
5		grade at state Islamic Senior Higs school		
6		Kuansing		
7				
8	25 Juli 2019	The effect of using cooperative integrated		syamsudin
9		Reading and comparison (CIRC) method		
10		in Teaching Narrative Text toward		
11		students' Reading comprehension at the		
12		eleventh grade of SMAN 1 Rimba		
13				
14	25 Juli 2019	A case study of students' anxiety in the		Finola
15		Impromptu debate in English classroom		Nusfians

social 2 at SMAN 11 Pekanbaru,  
 Pekanbaru, July 20..19  
 Direktur,

**Prof. Dr. Afrizal, M, MA**  
 NIP. 19591015 198903 1 001

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 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar





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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**PASCASARJANA**  
**كلية الدراسات العليا**  
**THE GRADUATE PROGRAMME**

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004  
Phone & Facs, (0761) 858832, Website: <https://pasca.uin-suska.ac.id> Email : [pasca@uin-suska.ac.id](mailto:pasca@uin-suska.ac.id)

Nomor : S-1780/Un.04/Ps/PP.00.9/08/2021  
Lamp. : 1 berkas  
Perihal : Penunjukan Pembimbing I dan  
Pembimbing II Tesis Kandidat Magister

Pekanbaru, 03 Agustus 2021

Kepada Yth.

1. Abdul Hadi, S.Pd., MA, PhD (Pembimbing Utama)
2. Dr. Bukhori, S. Pd. I (Pembimbing Pendamping)

di

Pekanbaru

Sesuai dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister a.n :

Nama : Dian Riza Kartina  
NIM : 21890120071  
Program Pendidikan : Magister/Strata Dua (S2)  
Program Studi : Pendidikan Agama Islam  
Semester : VI ( Enam )  
Judul Tesis : Teachers' Pedagogical Content Knowledge In Teaching English At SMPIT Pekanbaru

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:

1. Penelitian dan penulisan tesis;
2. Penulisan hasil penelitian tesis;
3. Perbaikan hasil penelitian etelah Seminar Hasil Penelitian;
4. Perbaikan tesis setelah Ujian Tesis; dan
5. Meminta ringkasan tesis dalam bentuk makalah yang siap di submit dalam jurnal.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.



Assalam,  
Direktur,

Prof. Dr. H. Ilyas Husti, MA  
NIP. 19611230 198903 100 2





UIN SUSKA RIAU

KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**PASCASARJANA**  
**كلية الدراسات العليا**  
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Phone & Facs, (0761) 858832, Website: <https://pasca.uin-suska.ac.id> Email : [pasca@uin-suska.ac.id](mailto:pasca@uin-suska.ac.id)

Nomor : 1467/Un.04/Ps/PP.00.9/2021 Pekanbaru, 19 Juli 2021  
Lamp. : 1 berkas  
Hal : Izin Melakukan Kegiatan Riset Tesis/Disertasi

Kepada  
Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
Satu Pintu Prov. Riau  
Pekanbaru

Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: DIAN RIZA KARTINA
NIM	: 21890120071
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: VII (Tujuh) / 2021
Judul Tesis/Disertasi	: TEACHERS' PEDAGOGICAL CONTENT KNOWLEDGE IN TEACHING ENGLISH DURING COVID 19 PANDEMIC AT ISLAMIC INTEGRATED SCHOOLS OF YAYASAN AL FITYAH PEKANBARU

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari PEKANBARU

Waktu Penelitian: 3 Bulan (26 Juli 2021 s.d 30 September 2021)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



H. Ilyas Husti, MA  
NIP. 19611230 198903 100 2

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**PEMERINTAH PROVINSI RIAU**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau  
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU  
 Email : [dpmptsp@riau.go.id](mailto:dpmptsp@riau.go.id)

**REKOMENDASI**

Nomor : 503/DPMPPTSP/NON IZIN-RISET/42847  
 TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET  
 DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : 1467/Un.04/Ps/PP.00.9/2021 Tanggal 19 Juli 2021**, dengan ini memberikan rekomendasi kepada:

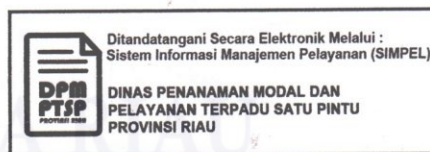
- |                      |   |  |
|----------------------|---|--|
| 1. Nama              | : | <b>DIAN RIZA KARTINA</b>   |
| 2. NIM/ KTP          | : | 21890120071  |
| 3. Program Studi     | : | PENDIDIKAN AGAMA ISLAM   |
| 4. Konsentrasi       | : | PENDIDIKAN BAHASA INGGRIS  |
| 5. Jenjang           | : | S2   |
| 6. Judul Penelitian  | : | <b>TEACHERS' PEDAGOGICAL CONTENT KNOWLEDGE IN TEACHING ENGLISH DURING COVID 19 PANDEMIC AT ISLAMIC INTEGRATED SCHOOL OF YAYASAN ALFITYAH PEKANBARU</b> |
| 7. Lokasi Penelitian | : | SEKOLAH ISLAM TERPADU YAYASAN ALFITYAH PEKANBARU (SD, SMP, SMA)  |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
 Pada Tanggal : 2 Agustus 2021



**Tembusan :**

**Disampaikan Kepada Yth :**

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Walikota Pekanbaru  
 Up. Kaban Kesbangpol dan Linmas di Pekanbaru
3. Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
4. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
5. Yang Bersangkutan



**Yayasan Pendidikan dan Pengembangan Sumber Daya Insani**



**Al-Fityah**

Jalan Karya, Tuah Karya, Tampan, Pekanbaru, Riau  
Telepon: (0761) 587545

Nomor : 058/YPPSDI-FTY/S.Pb/2021  
hal : Pemberian izin Riset

Pekanbaru, 16 Agustus 2021

Ykh. Saudara Dian Riza Kartina , S.Pd.  
Pekanbaru

*Assalamu'alaikum warahmatullahi wabarakatuh,*

Berkenaan surat masuk yang kami terima pada tanggal 03 Agustus 2021 tentang permohonan izin Penelitian .

Dengan ini kami menerangkan:

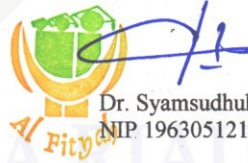
Nama : Dian Riza Kartina, S.Pd.  
~~nomor induk~~ mahasiswa : 21890120071  
Program study : Pendidikan Agama Islam S2  
Judul Tesis : Teachers' Pedagogicalcontent Knowledge In Teaching English  
During Covid 19 Pandemic At Islamic Integrated School  
Yayasan Al-Fityah Pekanbaru.

diberikan izin untuk melakukan proses Riset dan Penelitian 26 Juli - 30 September 2021) di SDIT, SMPIT dan SMAIT Al-Fityah Pekanbaru.

Demikian surat ini kami sampaikan, agar dapat digunakan sebagaimana mestinya. Hanya kepada Allah Swt. kita berserah diri dan hanya kepada-Nya kita meminta pertolongan.

*Wassalamu'alaikum warahmatullahi wabarakatuh.*

Ketua,



Dr. Syamsudhuha, M.Sc.  
NIP 196305121989031002



KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI \*

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Promotor	Keterangan
1.	7 Okt 2020	BAB I		
2.	6 Nov 2020	BAB II		
3.	8 Maret 2021	Perbaiki Bab II		
4.	7 Mei 2021	BAB III		
5.	15 Juni 2021	Instrument / Reset		
6.	27 Agus 2021	BAB 4, 5 dan Acc Ujian Tesis		

Catatan :  
\*Coret yang tidak perlu  
Pekanbaru, ..... 20....

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Pembimbing I / Promotor\*

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI \*

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Co Promotor	Keterangan
1.	30 Juli 2021	BAB I - 3		
2.	27 Agus 2021	Acc ujian Tesis		
3.				
4.				
5.				
6.				

Catatan :  
\*Coret yang tidak perlu  
Pekanbaru, ..... 20....  
Pembimbing II / Co Promotor\*

State Islamic University of Sultan Syarif Kasim Riau

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 LANGUAGGE DEVELOPMENT CENTER  
 مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية

CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Dian Riza Kartina

ID Number : 21890120071

Date of Birth : April 21, 1987

Sex : Female

Test Form : Paper Based Test

Achieved the following scores on the

English Proficiency Test

Listening Comprehension : 68

Structure & Written Expressions : 46

Reading Comprehension : 46

Overall Score : 533

Expired Date : October 13, 2021



The Head of Language Development Center  
 Mahyuddin Syukri, M. Ag  
 NIP. 19720421 200604 1 003



Center for State Islamic University of Sultan Syarif Kasim Riau  
 English Proficiency Test® Certificate Provided by  
 Language Development Center of State Islamic University of Sultan Syarif Kasim Riau  
 The scores and information presented in this score report are approved.  
 Address : Jl. KH Ahmad Dahlan, No. 94 Pekanbaru 28128 PO BOX 1004  
 HP: 0852 7144 0823 Fax: (0761) 858832  
 Email : info@pusatbahasa.info, pusat-bahasa.info

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مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية



SERTIFIKAT  
ARABIC PROFICIENCY TEST

DIBERIKAN KEPADA

Dian Riza Kartina

Nomor ID : 21890120071

Jenis Kelamin : Perempuan

Tanggal Lahir : 21 April 1987

بيان النتائج لاختبار اللغة العربية لمعرفة الكفاءة اللغوية

54 : الاستماع

51 : القراءات

58 : القراءة

543 : النتيجة

Berlaku Hingga : 27 Oktober 2021



Arabic Proficiency Test® Certificate Provided by  
Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.  
The scores and information presented in this score report are approved.  
Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004 HP. 0852 7144 0823  
Email : info@pusatbahasa.info Website : pusatbahasa.info



Mahyudin Sukri, M. Ag  
The Head of Language Development Center

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