

NOVICE TEACHER'S PEDAGOGICAL CONTENT KNOWLEDGE (PCK) IN TEACHING ENGLISH FOR YOUNG LEARNERS

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Abstract

Novice English teachers in all levels of education were expected to perform well in delivering materials to the students in the classrooms, especially those who were Elementary School teachers. This was because the level of teaching skills would contribute to the success or failure of the teaching process that directly gave impacts to the learners. Therefore, there should be an evaluation to measure their ability, whether most of them were qualified or not. There were two objectives in this research, the first was to figure out the Pedagogical Knowledge (PK) of novice teachers in delivering English material for young learners and the second was to find out the Content Knowledge (CK) of novice teachers in delivering English material for young learners. The study was conducted at SD 140 Seluma, Bengkulu. The research method was a descriptive qualitative, and the technique of data collection used an observation checklist, interview checklist, and documentation. The result showed that the novice English teacher had a good performance in PK and CK with the total percentage of fulfillment to the criteria was a hundred percent for CK and 81 percent for PK, which were considered as good. The researcher concluded that the English novice teacher had acquired the fulfillment of CK and PK indicators in conducting learning and teaching activities.

Keywords: Novice Teachers; Content Knowledge (CK); Pedagogical Knowledge (PK)

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INTRODUCTION

Novice teacher was a new teacher who had trained and worked from one to three years of teaching experience. According to Siti (2018), novice teachers often faced challenges in the teaching profession in schools. Novice teachers usually felt surprised when faced with the actual situation at school. Sometimes novice teachers were not open and were not fully prepared to deal with transition shocks when they started working (Fantilli, & McDougall, 2009). Moreover, Barrett, & Davis (1995) stated that class management and discipline were also problems. To anticipate those problems, novice teachers must know pedagogical content knowledge which refers to an understanding of effective learning methods to explained certain material, as well as an understanding of what made certain material easy to learn (Kremer-Hayon, & Ben-Peretz, 1986; Cheng and Tsang, 1997; and Eggen, Paul, Kauchak, and Don, 2007). Besides, the teacher should also have Pedagogical Content knowledge (PCK), a form of representation of ideas, parables, explanations, examples, and ways to shaped and conveyed material to be understood by others.

A teacher was not enough to only master his pedagogical skill. He was also required to master pedagogic content, namely his ability to learn the material to be taught (content) or subject matter. Triska, Yenny, & Kodri, (2016) stated that mastery of matter (content) and ways of teaching (pedagogy) were two inseparable things. In primary school level education for young students, knowledge of the teacher's pedagogical content was very necessary for a teacher since elementary school students still had a low interest in the desire for knowledge and they still had an unstable character at an early age. Hence, the teacher should be able to handle the students based on the knowledge of the content and pedagogical skill.

There were some previous research findings on this topic. First, Mampouw (2019) found out that the teachers were already good in learning mathematics and PCK showed by prospective teachers were quite good in learning mathematics. Secondly, research by Padila (2017) aimed to find out the ability of FKK Biology FKIP (Pedagogical Content Knowledge) prospective teachers before and after teaching practice. The results showed that the analysis results that pedagogical knowledge content of prospective biological groups included in the pre-PCK category. Third, the study by Septiyani (2017) about PCK and found out that PCK ability was in a very good percentage (89.41%). In brief, those research findings above shows that the results obtained were good with a variety of different research field of subjects. The first study with research results that showed that PCK teachers were already good in learning mathematics and PCK from candidates pretty good teacher in learning mathematics. The second and third studies, the results obtained in both Biology teacher candidates, were also considered very good. They are not much different from the results of subsequent studies with the ability of PCK biology teachers who achieved a very good percentage value.

Based on the above background, the researcher wanted to reveal the English novice teachers of an elementary school on their pedagogical content knowledge when interacting with students in class.

RESEARCH METHODS

The method used in this research was a descriptive qualitative research method in order to describe the facts or conditions or the truth. Qualitative descriptive research was research that described or depicted the object of research based on facts that appear or as they were (Nawawi and Martini, 1996). This research was conducted at SDN 140 Seluma in November 2019

and used observation checklist, interview checklist and documentation as the instruments. The research sample used in this study was an English novice teacher who had teaching experience in primary school for a maximum of three years of teaching. In this study there qualitative research data analysis was employed: data reduction, data display, and conclusion drawing/verification. In data reduction, data obtained in the field before a complete and detailed report was sorted first, that is, that met the research focused. In reducing data, all field data was written at once analyzed, reduced, summarized, selected the main things, focused on important matters, sought themes and patterns, so that they are arranged systematically and more easily controlled. In presentation of data, researcher presented data in the form of reports with a complete and detailed description. This was done by researcher so that the data obtained could be mastered by being physically sorted and

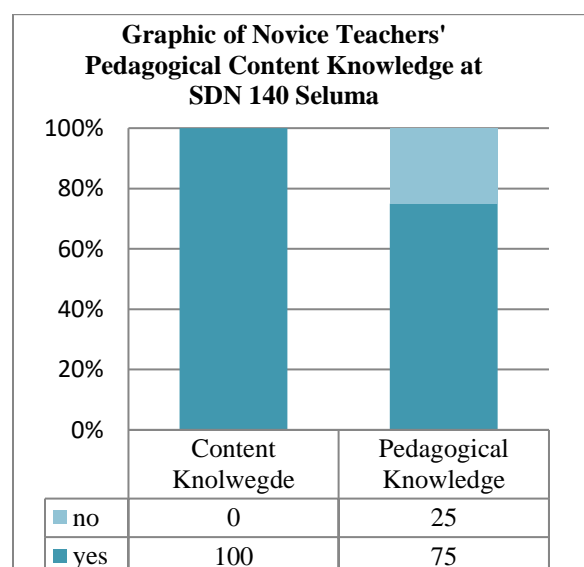
sorted out then made in paper and charts. In conclusion drawing step, after verification, a conclusion would be drawn which was the result of this research by looking for the meaning of the focus of research. Researcher verified and drew conclusions in order to find the contained meaning. Initially the conclusions made were tentative, vague, and doubtful, but with the addition of data and making conclusions for conclusions would find the data needed.

RESULTS AND DISCUSSION

Results

Research results of the observation checklist

Observation checklist was conducted by the researcher directly when the novice teacher was carrying out the learning activities in class. Here was a graph of research data on teacher skills in content knowledge (CK) and pedagogical knowledge (PK).



Graphic 1. Pedagogical Content Knowledge.

Content Knowledge (CK)

Based on the graph 1, the research data that had been obtained with the observation data collection method checklist applied by researchers during the teacher was doing teaching and learning activities in class shows that the novice teacher at SDN 140 Seluma had fulfilled good content knowledge (CK) skills. This

was due to four items of questions on content knowledge had been fulfilled by the novice teacher by showing a percentage value of 100% with very good criteria. The following table was the number of items and the percentage value of the results of the observation checklist on the content knowledge (CK).

Table 1. Data score of content knowledge

Aspect of novice teacher	Indicator/Items	checklist	
		Yes	No
Content Knowledge (CK)	4	4	0
	Percentage	100%	

Pedagogical Knowledge (PK)

Pedagogical knowledge (PK) was divided into six components and each component contained question items related to teacher skills on pedagogical knowledge (PK). the number of question items for all the pedagogical knowledge (PK) components was 30

question items. Based on the research data on the graph 1, the skills of pedagogical knowledge (PK) for beginner teachers at SDN 140 Seluma obtained from the observation checklist had a percentage value of 75% and were in good criteria. The following data were the results of research on components in pedagogical

knowledge (PK) that had been obtained from the observation checklist applied by researcher.

General pedagogical knowledge

General pedagogical knowledge was the teacher's skill in managing general teaching classes. In general pedagogical knowledge, there were six questions items related to general pedagogical knowledge, out of the six item questions, there were two items that had not been fulfilled by the novice teacher at SDN 140 Seluma in implementing English lessons. From the data the results of research that had been obtained showed that the novice teacher already had good criteria in general pedagogical knowledge skill.

Pedagogical content knowledge

In pedagogical content knowledge there were five question items related to pedagogical content knowledge. Of the five item questions, four items had been fulfilled and one item that had not been fulfilled by the novice teacher at SDN 140 Seluma in the implementation of English language teaching. The results showed that the novice teacher had good criteria in pedagogical content knowledge skill.

Curriculum knowledge.

In the curriculum knowledge, there were five question items related to teacher skills in the curriculum program. From the research data that had been obtained from the observation checklist shows that all items of the question had been fulfilled by novice teacher in SD 140 Seluma and obtained excellent criteria in teacher skills on curriculum knowledge.

Students' characteristic knowledge

In students' characteristic knowledge there were five question items related to the teacher's knowledge of student character. From the research data on the six items in the question there were four items that had been fulfilled and one item that had not been fulfilled by the novice teacher at SDN 140 Seluma showed that novice teachers had good criteria in the Students' characteristic knowledge skills.

Knowledge of teaching strategies

In the Knowledge of teaching strategies, there were five question items related to teacher skills in knowledge of teaching strategies. From the research data, four items had been fulfilled and one item that had not been fulfilled by novice teacher at SDN 140 Seluma. The results of the study showed that the novice teacher of teaching strategies had good criteria.

Knowledge of evaluation and assessment

In the Knowledge of evaluation and assessment there are four question items related to the teacher's skills in knowledge of evaluation and assessment. From the research data there were three items that had been fulfilled and one item that had not been fulfilled by the novice teacher at SDN 140 all that time. The results showed that the novice teacher's skills in knowledge of evaluation and assessment obtained good criteria of skills in knowledge of evaluation and assessment.

Based on the six components of pedagogical knowledge (PK), each of which had the question items above, each question item in the pedagogical knowledge (PK) component was grouped into one with a total number of question items of 30 items and was calculated how many items had been and had not been fulfilled by novice teacher at SDN 140 Seluma. The following table was the number of items and the percentage value of the results of the observation checklist on pedagogical knowledge.

Table 2 Data score of pedagogical knowledge (PK)

Aspect of novice teacher	Indicator/items	Checklist	
		Yes	No
Pedagogical knowledge	30 items	23	7
	percentage	75%	

DISCUSSION

Content Knowledge (CK)

Based on the results of the observation checklist and interview checklist, the results of the data were the same, namely the novice teacher used teaching aids such as markers and blackboards and can convey the subject matter in full to improve students' understanding of the material he was conveying. This was obtained by researcher from observations when and after the teacher conducted learning activities in class. The third item: The teacher provided examples related to the material being taught.

Furthermore, based on the results of the data from the observation checklist and interview checklist conducted by researchers when and after the teacher carried out learning activities in the class, the researchers get the same results, the novice teacher explained and gave examples of material related to the material being taught. Item four: The teacher paid attention to the responses of students who did not understand the learning material. This findings were in line with Triska, Yenny, and Kodri (2016) and Eggen, Paul, Kauchak, and Don (2007) who stated that the teachers had content knowledge by giving examples, material elaboration, and responding students'

questions. This content knowledge is crucial for the novice teacher to be comprehended.

Pedagogical Knowledge (PK)

General pedagogical knowledge

In general pedagogical knowledge, there were five items out of the six items that had been fulfilled and two items that had not been fulfilled by the novice teacher at SDN 140 Seluma namely the second and fifth items. In the first item before the teacher started entering into the learning activities, the teacher asked students to prayed first. In the second item researcher got different data results from the two data collection methods that researcher used, the observation checklist states that the teacher did not provide advice or inspiration and learning motivation to students, while the interview checklist showed that the teacher provided advice or inspiration and motivation to learned to students. In the third item, the researcher obtained the same data, namely the teacher gave a reprimand and light punishment such as singing in front of the class to students who were not polite in attending learning activities in class. The fourth item, researcher got the same data results that was when the teacher conducted learning activities the teacher asked students to form discussion groups so that students could interact with their

friends about the learning that the teacher conveyed. The fifth item, researcher got different data results namely the teacher did not create ice breaking learning atmosphere such as singing and games that aimed to create a pleasant learning atmosphere for students. In the sixth item, the researcher got the same data result that was after the teacher explained the material on the board, asking students to take notes about the material that the teacher had explained.

Pedagogical content knowledge

In pedagogical content knowledge, there four items out of five items that had been fulfilled and one item that had not been fulfilled by the novice teacher at SDN 140 Seluma that is the second item. In the first item, when the teacher carried out learning activities in class, the teacher had delivered the learning material in detail and provided examples of questions related to the material that was being taught in order to facilitate student understanding in learning. In the second item, the researcher found the same data results in carrying out the activities of learning in the classroom, the teacher had not used relevant learning facility aids such as in focus and the English dictionary by giving reasons that the school had less facilities, whereas the second item was wrong one item that had not been fulfilled by the novice teacher at SDN 140 Seluma. For the third item, the researcher found the same data results, namely, when the teacher was teaching the teacher also focused attention on students in order to understand the lessons the teacher explained and could be easily understood by these students. The fourth item, in learning activities the teacher gave practical or short questions to find out the response of students' understanding of the material that was being taught. In the last item, the fifth item, the researcher found the same data results, that when the teacher finished explaining the subject matter, the teacher evaluated the student learning outcome by asking students if they already understood the material that was explained, students responded to the teacher and stated that students already understood what they had learned. The discussion of per item above, discussed by researcher based on the results of data obtained from the observation checklist and interview checklist that researcher applied during and after the teacher conducted the learning activities in class.

Curriculum knowledge.

In the curriculum knowledge there were five question items and all the item questions on the curriculum knowledge had been fulfilled by novice teacher in SDN 140 Seluma. In the first item, the syllabus that the teacher used is in accordance with the established curriculum, because the school still used the KTSP curriculum. The second item, the lesson plans that teachers used in accordance with the syllabus is obtained by researchers after researchers asked and seen the lesson plans and syllabi used by teacher. The third item, the learning activities that teachers applied the researcher observe the curriculum set at the school and found the results of the study, that the teacher conducted learning activities in accordance with the specified curriculum. The fourth item, that the learning objectives that the teacher applies were based on the curriculum because, it could be seen by researcher in the Guidelines for learning objectives in the curriculum set into the lesson plans that teacher made. The fifth item, the learning material procedures that teachers did in accordance with the lesson plans made by the teacher, the researcher obtained based on the lesson plans made by the teacher. The discussion of per item above, discussed by researcher based on the results of data obtained from the observation checklist and interview checklist that researchers applied when and after the teacher conducted learning activities in class.

Knowledge of students and their characteristics

In the Knowledge of students and their characteristics in pedagogical knowledge (PK) there were five question items. Three items had been fulfilled and two items had not been fulfilled by novice teacher at SDN 140 Seluma, namely the fifth item. In the first item, the students who were late were welcomed to enter the classroom by the teacher and given a reprimand and a light sentence so as not to be late again. This was done by the teacher to make students disciplined and responsible. The second item, when the researcher made observations in class, the teacher gave direction and attitude of exemplary examples to students who had impolite behavior by giving strong motivation so that they could respect each other. The third item, this item had a difference from the two results of the data that had been obtained, the main data that was the observation checklist, showed that the teacher did not provide positive inspiration or motivation for students who had difficulties in learning because the teacher was more focused on the implementation of learning. While the interview checklist results from the teacher stated that the teacher gave positive inspiration to students who had difficulties in learning so that students could foster their learning. The fourth item, when teachers do learning activities, teachers' pay attention and gave a warning to students who did not pay attention to the lessons explained by the teacher. The fifth item, an item that had not been fulfilled by the parent teacher of the two research results, namely the observation checklist and interview checklist. When the teacher taught, the teacher did not pay attention to the background that affects students' difficulties in learning.

Knowledge of teaching strategies

In the Knowledge of Teaching Strategies in Pedagogical Knowledge (PK), there are five question items, from the research data obtained there were four items that had been fulfilled and one item that had not been fulfilled by the novice teacher at SDN 140 Seluma, namely on the fourth item. In the first item, in the learning activities conducted by the teacher, students were asked by the teacher to ask questions related to the material the teacher had explained. This showed that the teacher gave students the opportunity to ask questions. The second item, in carrying out learning activities the teacher used learning tools in the form of markers and blackboards as in general the tools used by the teacher. The third item, in the learning activities that the teacher could do, the researcher found that the teacher practiced learning activities with students in front of the class in accordance with the material presented, and the teacher could interact with students actively. The fourth item, in this item from the research results was that, after the teacher explained the subject matter the teacher did not ask students to review the lessons delivered but the teacher gave questions and assessment assignments to students. Item five, when the teacher did the learning activities, the teacher gave a positive response and to students who asked about material that was not understood by students by explaining it back in a relevant way. The discussion of per item above, discussed by researcher based on the results of data obtained from the observation checklist and interview checklist that researcher applied when and after the teacher conducted learning activities in class.

Knowledge of class assessment and evaluation

In the Knowledge of class assessment and evaluation in pedagogical knowledge (PK) there were four items or indicator questions, from the research data obtained there were three items that had been fulfilled and one item that had not been fulfilled by novice teacher at SDN 140 Seluma namely the third item based on the main data obtained from the observation checklist. In the first item, after completing the teacher's learning activities, the teacher evaluates student learning outcomes to determine the level of student understanding related to the

material that has been explained by giving a few questions. The second item, the teacher gives students the assignment of the exercise after explaining the material gives examples of questions and students are given a look at the assignment the teacher gives based on the student's ability to do the example of the exercise. the third item, the teacher does not make a summary of the learning material about what has been taught, the teacher closes the learning activities after students are given the value of the exercise assignment. In the fourth item. After completing the learning activities, the teacher asks students to pray first before the teacher leaves the class and ends the learning activity.

In short, in pedagogical knowledge, the novice teacher did not fulfill several items in requirements to have a good pedagogical knowledge. For example, general pedagogical knowledge, only five items, in pedagogical content knowledge, only four items, in the Knowledge of students and their characteristics in pedagogical knowledge (PK), only three items had been fulfilled by novice teacher, in the Knowledge of Teaching Strategies in Pedagogical Knowledge (PK), four items that had been fulfilled from five items. In the Knowledge of class assessment and evaluation in pedagogical knowledge (PK), only three indicator questions of four items. However, the novice teacher only fulfilled all items or indicators in the curriculum knowledge. The novice teacher was almost 100 per cent in fulfilling the pedagogical knowledge. Therefore, pedagogical knowledge was so crucial for the teacher. As Eggen, Paul, Kauchak, and Don (2007), pedagogical knowledge is a foundation for the teacher to teacher. Without good pedagogical knowledge, the teacher could not teach the students in a good way.

CONCLUSION

Based on the results of research that has been done on the pedagogical content knowledge (PCK) skills of beginner teachers at SDN 140 Seluma in the implementation of English learning obtained through observation checklist, interview checklists and documentation, the researcher concluded that the novice teacher at SDN 140 Seluma already had good pedagogical content knowledge (PCK) skills with the highest percentage score which is 100% in content knowledge skills (CK) and 81% in pedagogical knowledge skills (PK) for novice teachers. Thus, it can be concluded that, the indicators contained in the pedagogical content knowledge (PCK) had been implemented well although there were some indicators on the pedagogical content knowledge (PCK) that had not yet been implemented by the novice teacher at SDN 140 Seluma. The findings of this research hopefully can be useful especially for novice teacher both in teaching English or other teaching. In light of the finding, it is hoped that the novice teacher could improve their skills in pedagogical content knowledge (PCK) because teacher skills in pedagogical content knowledge (PCK) were very important in carrying out learning activities in the classroom.

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