



## Exploring Junior High School English Teachers' Pedagogical Knowledge in Solok Regency

Caca Yunisari<sup>1</sup>, and Aryuliva Adnan<sup>2</sup>

<sup>12</sup>Universitas Negeri Padang

Email : [cacayunisari9@email.com](mailto:cacayunisari9@email.com)

### Article History

Submitted: 2022-08-12

Accepted: 2022-09-11

Published: 2022-09-11

### Keywords:

Teachers, TPACK, and Pedagogical Knowledge

### Abstract

*The researcher conducted descriptive qualitative research which conducted in Solok Regency, West Sumatera. The researcher used a purposive or judgmental sampling technique. In purposive or judgmental sampling, the researcher chose this technique based on some criteria, those were the location, school accreditation, experienced teachers, and grade eight. The researcher used two instruments in this research, which were document and observation in gathering the information that the researcher was needed. In detail, the pedagogical knowledge divided into three criteria. Those were preparing the lesson or lesson plan (approach of teaching, methods of teaching, class activity, and assessment), implementing the class activity (classroom management), and evaluation or implementation of assessment. In preparing the lesson, all teachers use the same approach and methods of teaching language. This showed a positive result that they design the lesson plan used pedagogical knowledge without left-behind the 2013 Curriculum instruction. Also, they were able to perform the learning stages with good classroom management and assessment session. However, there are some improvements still needed for the teaching performance due to not all the learning stages well implemented. This case especially happened in the whilst-teaching.*

©2022 The Author(s) Publish by Jurusan Bahasa dan Sastra Inggris FBS UNP. This is an open access article under the CC-BY-NC license (<https://creativecommons.org/licenses/by-nc/4.0/>)

How to Cite: Yunisari, C., & Adnan, A. (2022). Exploring Junior High School English Teachers' Pedagogical Knowledge in Solok Regency. *Journal of English Language Teaching*, 11 (3): pp. 380-386, DOI:

[10.24036/jelt.v11i3.118653](https://doi.org/10.24036/jelt.v11i3.118653)

## INTRODUCTION

Teachers act as the main role in education for facilitating students in learning activity with teachers' education proficiency. Their proficiency about education reflects with their ability for executing learning objective. Regarding to the learning objective, teachers can carry out students' cognitive, psychomotor, and behavior more established than before. Also, the establishment of students' capabilities illustrate the demand of the curriculum. With this inline, teachers' quality can be guaranteed as facilitator to teach students variously Jacobsen (2009). Similarly, the teachers actively participate in improving students for being capable later. However, enhancement students for further learning activity needs teachers' competencies by having good learning strategy of teaching. According to Kaur (2019), understanding the education principles and managing the teaching activity give a better result of students' abilities as human being in society. Also, education principles can be

understood through understanding the curriculum expectation (Campbell et al., 2004).

The curriculum expectation enhances teachers' competency for acknowledging impacts of teachers' principles and teaching management. To be specific, competency divides into expertise using technology for presenting learning material and sources while teaching performance. Spector et al. (2014) states it as Technological, Pedagogical, and Content Knowledge (TPACK). Also, the TPACK frameworks consist of three major components, those are: (1) Technological Knowledge (TK), (2) Pedagogical Knowledge (PK), and (3) Content Knowledge (CK) (Koehler, 2006). Each knowledge has to be mastered and understood by teachers to create effective teaching and learning (Koehler, 2006). In conducting effective teaching and learning need to produce appropriate planning which is suitable lesson plan with students' needs are considered. Preparation and implementation of a lesson plan includes as PK. It deals with instructional practices, strategies, and methods to develop students' motivation (Alharbi, 2020). These components are the development of Shulman theory creates by (Koehler, 2006) as the principle of teachers' pedagogy competence.

However, during the teaching practicum, the researcher observed teacher advisor observing by The Educational Institution in Solok Regency. The researcher found that the teacher advisor did some mistakes. Those were calling out the same students, less eyes contact, less preparation, and forget to introduce the learning objective of the lesson. Hence, those mistakes also feedback from The Educational Institution at the end of the lesson. Then, the researcher interviewed some teachers in SMP Al Madinah about TPACK. Most of them knew about TPACK but did not know about the aims of TPACK. Indeed, Wahyu et al. (2021) in (Pradipta et al., 2021) argue that teachers already well-perform in teaching students; however, they need more training about PK for implementation of a lesson plan.

Since teachers are leader of education especially in classroom, their performance should give impact to students' improvement. Gatbonton (1999) states that both novice or experienced teachers should preponderance in the classroom; also, Trinidad-Velasco & Reyes-Cárdenas (2020) research the general pedagogical knowledge through self-reflection from chemistry professor. Whether they utilize the pedagogical knowledge or not during teaching and learning. Moreover, pedagogical knowledge give correlation between learning facilities, and teachers' quality. This research presents the data positively about the correlation examining the experienced and novice teachers' pedagogical knowledge. Also, the result between both experienced and novice teachers were different. The experienced teachers have higher score in understanding the pedagogical knowledge. Furthermore, this research was conducted by (Haron et al., 2021).

In fact, the investigation about teachers' competence in pedagogy area is still lacking, especially in junior high school level and an EFL teachers, so the researcher needs to do investigation about this issue due teachers' competency reflects from students' outcome. This investigation's purpose is to explore whether the junior high school English teachers use pedagogical knowledge in creating a lesson plan and teaching performance or they are still lacking about the pedagogical knowledge.

## METHOD

The descriptive qualitative design was used for obtaining data related to the issue in this research. It describes information through depth exploration of Junior High School English teachers. This study was conducted in four junior high schools in Solok Regency, Indonesia. Moreover, the participants chose based on four criteria, those were the location of study, school accreditation from *BAN-SM 2021*, grade eight, and experienced teachers. Furthermore, to find the data needed, the researcher used two instrumentations, those were document and observation. In detailed, document form was used to analyze the components of pedagogical knowledge in teachers' lesson plan. Meanwhile, observation conducted directly in the classroom as non-participant observer researcher that wrote a field note/note-taking during the observation.

## RESULT AND DISCUSSION

### 1. Research Findings

#### a. *Pedagogical Knowledge in Teachers' Lesson Plans*

Based on the research activity, the researcher found the information about pedagogical knowledge included in teachers' lesson plans. The information included in four criteria of conducting a lesson plan; although, the criteria were learning approach, method of teaching, teaching procedure, and assessment. It was found that every teacher had different result of pedagogical knowledge which reflected in their lesson plans.

#### 1) *Learning Approach*

There were various learning approaches out there, for examples: Communicative Language Teaching (CLT), Scientific Approach, Genre-Based Approach, and Task-Based Language Teaching. However, the most used learning approach by the participants were scientific approach. From four participants, two of them applied scientific approach in designing a lesson. Also, there was a participant combined two approaches, those were genre-based and scientific approach and another participant used genre-based approach only.

#### 2) *Method of Teaching English*

In teaching English, participants developed method of teaching from approach to execute the principle of approach. The method also has three types that used in English teaching, those were inquiry/discovery learning, problem-based learning, and project-based learning. From four lesson plans that created by each participant, the researcher concluded that three of them decided to use inquiry/discovery learning only, and a participant combined two methods of teaching that were inquiry/discovery learning with project-based learning.

#### 3) *Teaching Procedure*

The findings about teaching procedure from four teachers began with pre-teaching, whilst-teaching, and post-teaching. In pre-teaching, it consisted of greeting, literacy, motivation, reviewing previous lesson, and introduce the new material. In detail, for whilst-teaching, it formulated from teaching approach. For scientific approach, it consisted of observing, questioning, data collecting, communicating, and generalizing. Furthermore, project-based learning began with the activity to ask about essential questions, planning, scheduling, monitoring, assessing, and

evaluating. Additionally, post-teaching consisted of reviewing today's lesson, giving an assignment, praying, and leave taking. However, three of the participants did not include the complete stages of whilst-teaching in their lesson plans due to consider the time allocation that instructed by The Educational Institution in Solok Regency to conduct the lesson activity for 60 minutes only.

#### 4) *Assessment*

There were three types of assessment applied by four teachers for measuring students' competence. From four teachers, they wrote behavior assessment, cognitive assessment, and psychomotor assessment. For behavior assessment conducted through behavior sheet observation did by teachers. Meanwhile, in deciding cognitive assessment, all teachers used exercises/assignments that were sentence completion, comparing sentences, multiple choice, and noticing factual sentences. Lastly, the psychomotor assessment implemented by using discussion. The discussion can be done in form of group discussion or class discussion.

##### *b. Pedagogical Knowledge in Teachers' Lesson Plans*

The researcher found the data about pedagogical knowledge that reflected on teachers' teaching performances from observation activities. The information was classroom management and assessment. To be specific, in the classroom management, the researcher found about the implementation of learning stages, teachers' voice volume, teachers' movement, classroom language, and grouping technique. On the other hand, assessment session was its implementation from the lesson plan during the class activity.

#### 1) *Classroom Management*

##### *(a) Learning Stages*

The data was four teachers had different style of teaching even they used same approach and method. However, during the observation, most of the teachers did not follow the guideline have been made previously. It reflected that only pre-teaching was similar with what have been written in their lesson plans. However, during the whilst-teaching, the researcher found that the learning stages implemented were not same with lesson plan, except Teacher 3. She/he had good implementation of her/his lesson activity. It displayed with her/his teaching performance quite similar with the lesson plan. Meanwhile, three of the participants only focused how to finish the material quickly. It made them did not well-applied or even not applied the stages have been decided.

##### *(b) Teachers' Voice Volume*

The teachers used various voice volume during teaching and learning activities. To be specific, various voice volume was a combination from low, medium, and high voice volume. Also, all teachers used those three various of voice volume depended on the situation in the classroom.

##### *(c) Teachers' Movement*

From four participants, two participants frequently walked around the class to check the students. This technique did by Teacher 1 and Teacher 3. However, they had different types of movement. Teacher 1 mostly walked to check the cleanness and readiness of the students; meanwhile, Teacher 3 walked to check and correct students' work during the activity. On the other hand, Teacher 2 and Teacher 4 rarely

walked in the classroom. Both of them only walked from teachers' table to in front of the classroom.

*(d) Classroom Language*

The researcher found that the classroom language said by all teachers had clear explanation about how to begin the lesson, during the lesson, and end the lesson. Especially for during the lesson, all participants gave clear statement toward the instruction of the activities. However, Teacher 4 did miss spelling during her/his explanation and the wrong spelling followed by students. It made students did not know the exact spelling. Furthermore, Teacher 2 used English often than the other teachers. She/he explained the material with English language first, then translated it into Indonesia language if needed. Comparatively, Teacher 1 and Teacher 3 also spoke using more English than Indonesia. However, they did not use it as often as Teacher 2.

*(e) Seating Arrangement*

From the observation activities, most of teachers designed their classroom seating arrangement with traditional style. Traditional style made students sat without any pair-friends. They only sat alone and inline with their friends who sat on the first line. However, Teacher 2 made her[his] students sat pair-pods.

*(f) Grouping Technique*

Three types of grouping technique implemented by all participants. Those were randomly chosen by teachers, learning style, and from knowledge of the topic.

## **2. Discussion**

This research was conducted to know junior high school English teachers' pedagogical knowledge reflected in their lesson plans and teaching performances. Based on the findings, the researcher noticed that the pedagogical knowledge already reflected from teachers' lesson plan and teaching performance. To be specific, pedagogical knowledge data from the document and observation displayed that the teachers had prepared the lesson efficiently. Sanjaya (2007) states that pedagogical knowledge (PK) is a way of teaching that design creatively starts from planning the series of material. The data supported the theory that teachers already design the material creatively using various approaches and methods. It reflected from the development of learning stages and types of assessment used by teachers. Also, in context of pedagogical knowledge in preparing the lesson, Hofer (2001) explain that it consists of choosing appropriate approach and methods, deciding learning activity, and determining an appropriate assessment. This pedagogical knowledge determines the quality of teaching from teachers due those were the unites of pedagogy should be understood by teachers (Gatbonton, 1999). The data from document analysis identified the components of pedagogical knowledge (PK) in a lesson plan. The teachers already understood in implementing approach and methods, creating series of learning stages, and choosing appropriate assessment. It informed by teachers' lesson plan.

Gatbonton (2016) states that teachers have preponderance classroom language, knowledge of students, teaching procedures, and progressive feedback from teachers. Also, (Fauzi et al., 2018) argue that teachers' teaching performance already well performed but still need more training about the development of learning stages. During the observation, the researcher found that the knowledge of

pedagogical in teaching performance already significant. It can be seen that teachers had knowledge of students by giving the students motivation, awareness, moral lesson and etc. This proximity between teacher and students were successfully due they can handle the difficult situation of the students.

Furthermore, Harmer (2007) argues that teaching performance can be successful when teachers have good classroom management. The management of classroom acquires when students have better outcomes from assessment (Oliver, 2007). From the data during the observation, the teachers had presented the management of the classroom. They already manage the students by encouraging them through various voice volume. The various voice volume spoke by teachers based on the situation needed. It showed that teachers can control the situation in the classroom. Not only Harmer and Oliver, Harrell (2007) states that teachers' ability and organizing the classroom gave a better impact for students' capability. The organizing the classroom set by teachers was using traditional seating arrangement. This type of arrangement gave different impact for students, they can contribute during the lesson due teachers' instruction was clear. It can be heard by students due they sat alone, so they did not have any friends to talk during the lesson.

In evaluating the lesson, Brown (2004) explains that there was formative assessment. According to the 2013 Curriculum, the teachers used three types of assessment. Those were behavior assessment, cognitive assessment, and psychomotor assessment. These assessments used to achieve learning objective (Taras, 2010). Furthermore, formative assessment illustrates as teachers and students' acknowledgement about students' exercise by giving evaluation about students out comes related with the learning objective (Nicol, 2009; Nocil & Macfarlane-Dick, 2006). Based on the data displayed in findings, the assessment used by teachers already conducted to achieve the goal of learning objective. It reflected form exercises and assignment, discussion forum, and behavior assessment form. Each assessment form gave different feedback by the teachers to achieve the learning objective.

Moreover, school with A and B accreditation presented the same result of their pedagogical knowledge. There were no differences of pedagogical knowledge understood by the teachers. Also, the researcher found that the interaction between students-teachers' proximity could not be conducted due to need more exploration with psychological understanding. Hence, students-teachers' proximity was limitation of this research.

## CONCLUSION

The researcher concludes the result of the study about junior high school teachers already presented their pedagogical knowledge (PK). It can be seen from their preparation, implementation, and evaluation or assessment. The teachers already presented data with various improvisation in designing a lesson plan, way of teaching, and assess the students. It can be concluded from the atmosphere of the students while learning in the classroom. However, they still could not cover all the stages in conducting the learning process. Hence, the teachers still need more training to develop their knowledge.

## REFERENCES

- Alharbi, A. A. M. (2020). The Degree of Teaching Knowledge for Saudi EFL Teachers: An Investigation for Madinah EFL Teachers; Perceptions Regarding TPACK Framework. *English Language Teaching*, 13(10), 99. <https://doi.org/10.5539/elt.v13n10p99>
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. Pearson Education, Inc.
- Fauzi, A., Pradipta, I. W., & Java, E. (2018). RESEARCH METHODS AND DATA ANALYSIS TECHNIQUES IN EDUCATION ARTICLES PUBLISHED BY *INDONESIAN BIOLOGY EDUCATIONAL*. 4(2), 123–134.
- Gatbonton, E. (1999). *Investigating Experienced ESL Teachers' Pedagogical Knowledge*. 1999(1).
- Harmer, J. (2007). *The Practice of English Language Teaching*. Pearson Education Limited.
- Haron, M. Z., Zalli, M. M. M., Othman, M. K., & Awang, M. I. (2021). Examining the teachers' pedagogical knowledge and learning facilities towards teaching quality. *International Journal of Evaluation and Research in Education*, 10(1), 1–7. <https://doi.org/10.11591/ijere.v10i1.20780>
- Harrell, P. L. (2007). No Teacher Left Behind: Result of A Five-Year Study of Teacher Attrition. *Action in Teacher Education*.
- Hofer, H. &. (2001). Technological, Pedagogical, and Content Knowledge (TPACK) in Action: A Descriptive Study of Secondary Teachers' Curriculum-Based Technology-Related Instructional Planning. *Technology in Education Journal*.
- Jacobsen, D. a. (2009). *Methods for Eighth Edition* (Issue i).
- Kaur, S. (2019). Role of a Teacher in Student Learning Process. *International Journal of Business and Management Invention (IJBMI)*, 8(12), 41–45.
- Koehler, M. J. (2006). *Technological Pedagogical Content Knowledge : A Framework for Teacher Knowledge*. 108(6), 1017–1054.
- Oliver, R. M. (2007). Effective Classroom Management: Teacher Preparation and Professional Development. *English Resources Information Center*.
- Pradipta, K. T. D., Tantra, D. K., & Ramendra, D. P. (2021). AN ANALYSIS OF LESSON PLAN IMPLEMENTATION THROUGH ZOOM IN TEACHING WRITING BASED ON INTERNATIONAL PRIMARY CURRICULUM IN *SUNRISE SCHOOL BALI*. 9(2), 56–66. <https://doi.org/10.23887/jpbi.v9i2.409>
- Spector, J. M., Merrill, M. D., Elen, J., & Bishop, M. J. (2014). Handbook of research on educational communications and technology: Fourth edition. *Handbook of Research on Educational Communications and Technology: Fourth Edition*, 1–1005. <https://doi.org/10.1007/978-1-4614-3185-5>
- Taras, M. (2010). *Assessment for learning : assessing the theory and evidence*. 2(2), 3015–3022. <https://doi.org/10.1016/j.sbspro.2010.03.457>
- Trinidad-Velasco, R., & Reyes-Cárdenas, F. (2020). Exploring Chemistry Teachers' General Pedagogical Knowledge through Teachers' Self-reflection. *Science Education International*, 31(3), 263–272. <https://doi.org/10.33828/sei.v31.i3.5>