



Exploring Senior High School English Teachers' Content Knowledge in West Pasaman Regency

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Abstract

This study was conducted to determine the content knowledge of senior high school English teachers in West Pasaman Regency, West Sumatera. The content knowledge is about the teachers' knowledge of the material and how the teacher developed the material. The study was descriptive-qualitative and employed two methods, a document and a questionnaire, to gather data. Eight teachers from various schools were chosen to participate in this study using a purposive sampling technique. The findings of this study indicate that teachers have a good mastery of the subject matter. However, none of the teachers developed or adapted the material. Therefore, it is still necessary to strengthen teacher content knowledge so that they may build materials designed to meet their students' requirements.

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INTRODUCTION

The teacher is one of the critical success factors in the learning process. The quality of teachers is an essential factor in improving the quality of education. The quality of the education system is unlikely to exceed the quality of its teachers (Barber and Mourshed, 2007). The teaching and learning activities process requires the teachers' role in conveying the material well because learning is a process of developing new knowledge, skills, and behavior. Therefore, teachers must give the information they know correctly and on target, with appropriate material content through suitable pedagogical activities.

One of the competencies teachers should have in learning in the 21st century is designing learning by using the principles of technology, pedagogy, and content knowledge called TPACK. The TPACK approach was first coined by Shulman (1987) and developed by Koehler & Mishra (2008). TPACK is deemed a potential framework that can provide new approaches for educators in solving concerns related to integrating technology into teaching and learning activities in the classroom

(Hewitt, 2008). The teachers' TPACK ability can be seen from the preparation of the Lesson Plan because it contains a pedagogic element that can be seen from the method used, the content element from the material, and the technology element from the media used.

In TPACK, the knowledge of how teachers can carry out organizational content materials is called Content Knowledge (CK). Content knowledge is described as the result of knowledge of teaching materials that can be seen from pieces of the work of prospective English teachers. Koehler and Mishra (2008) explained that Content Knowledge is subject matter knowledge that helps the teacher design tasks and proper lessons plans. Maghfira (2018) stated that many things could cause the low quality of teacher understanding. One of them is because the teacher only knows or memorizes but does not understand or realize the concepts he uses (Marpaung in Sumaji et al., 2008).

In English subjects, English teachers should have the ability to understand English materials so that they can develop the materials. Shulman (1986) mentioned that teachers should be capable of defining and explaining the subject matter they are teaching to their students and explaining why they need to learn them. The teachers should know and pay attention to their content knowledge since they must understand the lessons, including knowledge of facts, concepts, and materials development.

Based on the explanation above, the researcher was interested in exploring the teacher's knowledge about one TPACK variable, Content Knowledge (CK). The researcher focuses on English teachers' content knowledge and the materials they provided to students. This was also based on the experience of researcher during teaching practice in SMA N 1 Pasaman. Some students stated that the material taught by the teacher was not attractive. Also, researcher found the teacher did not develop the material that made the student difficult to understand the material and got low score in exam. This condition can be a severe problem for teachers to manage their teaching skills. The researcher wants to know if this problem exists in other senior high schools in the West Pasaman regency. In this regard, to explore the teacher's knowledge of Content Knowledge more deeply, the researcher raised the research title "Exploring Senior High School English Teachers' Content Knowledge in West Pasaman Regency."

RESEARCH METHOD

This study used descriptive qualitative design to obtain the data related to the issue in this research. This study was conducted in eight of senior high school in West Pasaman Regency, Indonesia. The participants of this study were chosen by purposive sampling. Furthermore, to find the data needed, the researcher used two instrumentations, questionnaire and document. The questionnaire was used to analyse the teachers' knowledge of the material. Meanwhile, the document used to see how the teachers developed the material.

RESULT AND DISCUSSION

1. Research Findings

a. Teachers' knowledge of the material

All the teachers could correctly explain the definition and social function of News Item Text. However, in identifying the error sentence, no one of them could find it. 87.5% of the teachers could identify the tenses used in the text, the generic structure, and the language features of the text. Only 12.5% of the teachers could explain the 5W+1H (*What, who, when, where, why, and how*), which aimed to check the teachers' understanding of the text. Therefore, the data showed that the teachers understood the text and were able to identify the text.

However, in the point of material development, it showed that only 37.5% of teachers could improve the text. 62.5% of them did not develop the teaching material. All the teachers had the same answers about the text source they had taken. Most of them said they took the material from Books and the Internet. 75% of the teachers did material development by developing the text, questions, and exercises. However, 25% of teachers said they did not develop the material.

For question number 1, the teachers were asked what they knew about News Item text. All the teachers wrote the definition of the News Item text. They could define the News Item text correctly. They had the same answer: the news Item is a text containing information about the day's news. Since they got the correct answer, it assumed that all the teachers already understood the definition of News Item Text.

For question no 2, the teacher was asked what the importance of learning News Item text was for the students. All the teachers wrote the social function of the answers Item text. The answer to the social function of news item text is to inform the reader of the important events or issues of the day. Moreover, all the teachers got the point of the social function of News Item text. It could be considered that the teachers knew why they should teach the student about the lesson.

Questions number 3-7 were made to see how the teachers' knowledge in identifying the text of the News item. The teachers were asked to identify if the text had an error sentence. However, no one of the teachers could find the error sentence. It was assumed that the teachers could not find the error sentence and were not careful in looking for it.

For question number 4, the teacher was asked if the text had used the appropriate tenses. In the text, mostly the tense that appeared were simple past tense and past perfect tense. Moreover, the news item text used simple past tense and past perfect. 62.5% of the teachers answered the text had already used the appropriate tenses: past tense and past perfect. However, the rest of the teacher could not find the past perfect tense and 12.5% of the teacher answered present tense.

Question number 5 asked about 5w+1h sentence patterns to check the teacher's understanding of the text. Only 25% of teachers

seemed to understand the text since they were able to write 5w+1h contained in the given text. 50% of teachers preferred to leave the answer blank because they could not answer the 5w+1H text. The rest did not answer 5W+1H completely. Some of them did not find the Why and How answers from the text. It could be concluded that 75% of teachers still had difficulty identifying what the text was informed. Even when filling out the questionnaire, some still did not know what 5w+1H were.

For question number 6, the teacher was asked to identify the generic structure of the News Item text. The generic structure of the News item text was Main events, Elaboration, and Resource of information. 12.5% of the teacher did not write the answer correctly. Although not many of them could show what sentence the main events, Elaboration, and source were, 87.5% of the teachers correctly wrote the generic structure of the News item text. It assumed that the teacher has already known the generic structure of the News Item Material.

For question no 7, the teachers were asked to find the language features contained in the News Item text given by the researcher. 87.5% of the teachers answered simple past tense and past perfect. The percentage of teachers who answered the present perfect and passive tense was 37.5%. Moreover, 12.5% of them write past continuous and future tense. 25% answered the verb. It was concluded that the teacher knew the language features of the text, although they could not identify all the language features contained in the text.

Question number 8 asked the teacher if there was something that needed to be improved from the text. 62.5% of the teacher did not give any suggestions to improve the text. They thought the text was good and did not need improvement. Only 37.5% of the teacher realized there was no Resource such as a witness or policy as authority from the text. Moreover, they advised improving the text by using direct and indirect speech to show trusted sources. So, it could be concluded that only 37.5% of the teachers had carefully read the text and could comprehend what was missing from the text.

In question number 9, the teacher was asked where they took the material. The percentage of teachers who took the material from the internet was 87.5%. 50% of them also took it from the books. Moreover, 25% of them took the material from newspapers and magazines. It could be assumed that none of them made the material alone.

The last question asked if the teacher did material development or not. Teacher 1 and teacher 2 developed their material by taking the text with topics related to the event around them. Teacher 4, teacher 6, and teacher 8 developed the question of the exercise and made it interesting for the students. Of the eight teachers, teacher 3 and teacher 5 did not develop their material.

From the teachers' answers, it could be seen that the teachers understood the material of the News Item text. It could be seen that teacher could explain the definition, social function, language features and text structure of News Item text. However, the teachers still lack understanding of the text the researcher provided. They could not identify 5W+1H of the text and not find the error sentence. Furthermore, only a few could develop the text the researcher gave.

b. Teachers' material development

Teachers with good knowledge of the material must provide good material to the students. Therefore, to provide materials according to the student's need, teachers must develop the materials. The teacher should provide material according to the student's learning objectives and give some exercises to strengthen the lesson for students.

The first teacher provided the material by attaching the definition of the material. She/he provided a complete explanation of the definition, social function, text structure, and language features. However, Teacher 1 only included one reading text in providing the materials. There was no material in the form of video or audio. Teacher 1 only gave five questions in one exercise without providing enrichment and remedial materials. In developing the material, Teacher 1 also did not develop the material. She/he just took the text from the internet without adapting techniques that should be done according to the student's needs.

Furthermore, in Teacher 2, she/he also explained the material by explaining the definition of the material well. In the material section, she/he also explains the text's structure and the material's social function. Unfortunately, she/he did not write down the language features contained in the "News items" material. In the exercise section, Teacher 2 only provided two texts. Only one of the texts had practice questions that contained only three questions. Teacher 2 stated that she/he had no media in the form of video or audio. The reason was her/his limitations in using the media. So in the learning process, she/he only used a photocopy of a piece of text. In text selection, it took the text from the internet. Furthermore, she/he did material development by adding three questions to the text.

The next participant, Teacher 3, only attached social functions and text structure. The language features were not presented in the material of the Lesson Plan. Teacher 3 only provided one text that she/he took from the internet and had six adjectives questions about the text. Teacher 3 still did not use various media in the learning process. She/he still did not seem to be doing the material development process, which can be seen from her/his practice questions which are the same as those on the internet without any additions, subtractions, or simplifications.

Unlike the previous Teacher, Teacher 4 did not include the definition, social function, text structure and language features of the News Item Text material. She/he mentioned that she/he used the English textbook for Class XII Chapters 12 & 13: *What is the News? & it is Garbage in at Works Out*. She/he attached one text which was also taken from the internet. The exercise that she/he provided to students was related to finding the meaning of the words marked in red in the text. No exercise referred to students' understanding of the News Item material.

Different from other teachers, Teacher 5 presented the material more complete. She/he described the definition, social function, text structure and language features of the News Item Text material. Also, she/he provided various exercises to hone students' understanding of news item text. Teacher 5 also included a YouTube video link. She/he stated that before explaining the material, she/he would play the video so that students' attention was more focused on the material so that after the video was played, the students could better understand what she/he is going to teach.

Next, Teacher 6 had already contained definitions, social functions, text structures and language features of News Item text in the material that she/he attached to the lesson plans. Teacher 6 also attached several texts that developed into various exercises, starting from testing students' understanding by asking for information from the text, the text's purpose, and the language features contained in the text. Teacher 6 also provided enrichment questions for students who already understand the material and remedial questions for students who got scores below the minimum criteria of mastery learning (KKM). For the development of the material itself, Teacher 6 seemed still take the texts, questions, and exercises from the internet. It could be seen that there was no difference between the text given and the text on the internet. So it could be concluded that Teacher 6 still had not developed the material.

Teacher 7 also explained the concept of understanding news item text well. She/he had described the social functions and language features of the news items text. In the material of the lesson plans, Teacher 7 did not provide a video link and only provided one reading text. Teacher 7 had the same text and exercises as Teacher 4, which indicated that Teacher 7 also took the texts from the internet. Furthermore, she/he did not do material development or develop practice questions like other teachers.

The last participant is Teacher 8. Like the other teachers, she/he had attached the theory from the definition to the language features regarding news item text in the material of lesson plans. However, she/he only used books as teaching media. There was no attached remedial or enrichment material. Teacher 8 only attached one news item text which had five adjective questions. The text was also

still taken entirely from the internet. No material development could be seen in the material attachments in the lesson plans by Teacher 8.

From the material that teacher provided in Lesson Plan, it could be concluded that the teacher had attached the theory of News Item text, such as definition, social function, language features and generic structure. However, most of them did not develop the material, and also did not give various materials such as enrichment and remedial enrichment to use in the learning process to facilitate students in understanding the lesson being studied.

2. Discussion

This research aimed to explore the content knowledge of senior high school English teachers, one of the TPACK components. According to Koehler and Mishra (2008), content knowledge is knowledge about the subject matter. A teacher knowledgeable about the subject matter will establish key concepts in working memory and lead students' attention to their earlier learning. Shulman (1986) argued that teachers must be capable of explaining the subject's importance to students and defining it for them. Teachers must introduce the topic to the students by defining it before they can begin to discuss the material. The purpose of learning the subject must also be clear to the students.

The researcher chose News Items to see teachers' content knowledge of the material. Before instructing students to write, teachers should explain news item text. The explanation concerns the definition, social function, generic structure, and language feature used in news item text and gives some examples of news item text containing interesting and latest topics. The results demonstrated that every teacher knew the News Item's definition, social function, language features, and generic structure. It indicated that the teachers had a good knowledge of the material.

However, it appeared that the teachers were having difficulty identifying the text. Irfan et al. (2018) found that the teacher just remembered or memorized the material but did not fully comprehend or understand its contents. This problem occurred in this study because none of the participants could identify the text's 5W+1H or the error sentence of the text. Most of them only could mention but could not explain the generic structure of the text.

According to Aryati (2021), content knowledge is not only the understanding of learning concepts, theories, methods, and the subject matter's application but also the knowledge of developing materials. The knowledge of material development provides appropriate information about the subject and supports the subject lesson by giving assignments and homework to learners. In exploring how the teachers developed the material, the researcher analyzed the material they provided to the student. The finding showed that the teachers did not develop their material and only took it from the internet without developing it. Most

teachers only provided 1-2 texts, and only a few provided enrichment and remedial material for the students.

Mardiana (2018) asserts three reasons the teachers did not develop the material. First, teachers found communicating their ideas for creating teaching materials challenging. Second, teachers rarely made and used learning media. Last, the teacher was only guided by books due to a lack of sources of teaching materials that could be used as the teacher's reference in developing materials. Additionally, one of the teachers who participated in this study claimed insufficient time for material development due to the teachers' busy teaching schedules. Because of this, the teacher could only copy and paste material from the internet or sometimes ask for material from other teachers.

The study concludes that although the teachers know the material well, the teachers' knowledge of developing material still needs to be improved. The development of teaching materials that teachers have made is expected to be used in the learning process to facilitate students in understanding the lesson being studied. To do that, the teachers must first comprehend the topic taught to the students. They are expected to be able to fulfil the learning needs of students through the development of materials.

CONCLUSION

This study aims to answer the research question about the teachers' knowledge of the material and how the teacher developed the material. The researcher concluded that the teachers already knew the material well. The teachers were able to explain the subject. However, the teachers still had difficulty identifying the text the researcher provided. The teacher did not create the materials they gave the student, either. Most of them only took the material on the internet without developing it. Since teachers are expected to be able to create exercises and materials that meet the needs of their students, it is necessary to increase their understanding of material development.

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