

The Ability of Pre-service English Teacher Using Pedagogical Content Knowledge in English Language Classroom

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Abstract: This study investigates the readiness of pre-service English teachers in utilizing Pedagogical Content Knowledge (PCK) in the classroom. PCK is a crucial aspect of teacher competence that enables teachers to effectively teach and facilitate student learning. The study found that pre-service English teachers have fulfilled the necessary competencies to teach, but there are still some notes for future evaluation. The findings highlight three components that are still weak and need to give more attention, including pedagogy, general education context, and outcome. The study suggests that pre-service English teachers need to improve their pedagogical skills, consider the general education context, and focus on student outcomes to enhance their teaching effectiveness. The study concludes that pre-service English teachers are ready to enter the world of education, but they need to continue developing their PCK to provide high-quality education.

Keywords: Pedagogical content Knowledge; Pre-service teacher 2; Teaching method

INTRODUCTION

Pre-service English teachers are students who are prepared to teach in educational units with competencies in accordance with the applicable curriculum in Indonesia. In the world of education, the role of the teacher is one of the most important roles in the learning process because the teacher must be able to guide and direct students. Teaching is a complex profession; it is also challenging where teachers have to meet various social and intellectual demands (Zulfikar, 2010). A professional teacher means being able to master the material, structure, and concepts of the subject being taught, being able to compile and develop the subject matter being taught creatively, being able to improve and develop academic qualifications on an ongoing basis and being able to utilize information and communication technology. (Zulfitri, Setiawan, & Ismaini, 2020). Pre-service English teachers are prepared to improve the quality of teaching and replace teachers who have resigned as well as provide the latest innovations in the world of education to create a generation of people who have quality with international standards. To improve the quality of Indonesian teachers by conducting training for pre-service English teachers on a regular basis to convey them to have better quality than before and improve the quality of future teachers. Preparing pre-service English teachers is very important and determines the progress of education in Indonesia, therefore pre-service English teachers must have competencies that need to be developed during the education period and improve skills related to the teaching profession and be able to develop innovations in learning models that will suit the needs or material to be presented.

According to Jacob, John, and Gwany (2020) argue that teaching subjects is a very complex cognitive activity in which teachers must apply knowledge from various domains. Understanding and reducing the complexity of teaching in the classroom produces appropriate teaching strategies and methods. The basic task of being a pre-service English teacher is to choose, modify, or create more effective teaching strategies in the classroom and determine what methods will be used to teach in the classroom. Before fulfilling the basic task of pre-service English teachers, it is to understand what applies in that year in order to maximize knowledge about teaching and be able to prepare relevant teaching methods. Therefore, before becoming a teacher, pre-

service English teachers must have the wisdom of the expert knowledge of some of the pre-service English teachers who have it.

Quoted from the article "Knowledge and Teaching, Foundations of The New Reform" by Shulman in 1987, categories of the knowledge base, include: content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational context, knowledge of educational end, purposes, and values, and their philosophical and historical grounds. This representation of PCK considers the relationship between PCK and practice to be largely congruent, because in this PCK is seen as a form of personal knowledge that is embraced in teaching and teaching planning (Doyle, Seery, & Gumaelius, 2019). The existence of pedagogical content knowledge, it can help prospective teachers to facilitate the teaching process in the classroom. If these prejudices are misconceptions that often occur, then the teacher needs knowledge of the strategies that are most likely to be useful in teaching students' understanding again, because students' understanding may not appear directly in front of them like a blank blackboard (Shulman 1986). Therefore, before becoming a teacher, pre-service English teachers are expected to take the Teacher Professional Education program to explore what competencies must be mastered, in this context only talking about PCK.

In previous studies, there were two main foundations for this research, namely Nind (2020) and Sariçoban and Kırmızı (2020). Sariçoban and Kırmızı (2020) focus on the real manifestations of PCK in classrooms and are carried out by prospective teachers during the practicum process with findings showing that prospective teachers fail to see the importance of effective time and knowing student skills, Nind (2020) while methods teachers may not be able to cite educational theorists information their work and may not read about pedagogic effort of others, they do have working theories about how their social science research methods should be taught. With this statement, it makes the basis for minimizing the possibility of pre-service English teacher competencies that are not sufficient to teach in class. If you assume that the low level of PCK that can be obtained from the results of teaching in class, then the role of the teacher will be more clearly at stake in his ability to teach in class. There are certain common-sense considerations regarding the normal and standard result criteria mentioned above. The basic thing is: if a pre-service English teacher wants to provide material to students in learning, the pre-service English teacher must do one of the following two things. First, pre-service English teachers and students limit their relationship between teacher and student so that they only teach according to standards, are conservative, and are not outlandish. Secondly, pre-service English Teachers are very good and really know the students who are being studied so pre-service English teachers can innovate in teaching methods and take actions that are more adapted to the students. If the relationship between the pre-service English teacher and the student is mediocre, then the pre-service English teacher may accept unconventional suggestions only if he has mature knowledge and experience.

Conceptualization of PCK

Quoted from the article "Knowledge and Teaching, Foundations of The New Reform" by Shulman (1987), categories of the knowledge base, include: content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational context, knowledge of educational end, purposes, and values, and their philosophical and historical grounds. This representation of PCK considers the relationship between PCK and practice to be largely congruent, because in this PCK is seen as a form of personal knowledge that is embraced in teaching and teaching planning (Doyle, Seery, & Gumaelius, 2019). Akmal (2022) said that pedagogical content knowledge is an interesting finding in the form of an idea based on that teaching is not just conveying knowledge and students are expected to memorize and repeat subjects. PCK plays an important role in forming conceptions and identifying preconceptions in students. In the 2020 Teaching Mastery Framework by HAFECS Assessment Rubric Collection (unpublished), there are 9 things that must be achieved such as content, context, pedagogy, knowledge of learner, knowledge of learning, assessment procedure, general educational context, curriculum knowledge, and outcome. In this achievement, the teacher must be able to evaluate each lesson so that students are able to connect one material with other material to support other learning.

1. Pedagogical Knowledge

Pedagogic is a component that must be possessed by pre-service teachers. According to Koehler (2010) pedagogy relates to processes, strategies, procedures, and ways of teaching and learning. Pedagogic is a part of competence that must be mastered by pre-service teachers. Pedagogic as a way for pre-service teachers to manage learning which includes understanding the characteristics of students, fostering personally, carry out learning according to the specific topic, making use of information and communication technology, providing a forum for developing the potential of students, assessing learning outcomes and evaluating, and acting responsibly. Borowski dan Sorge et al (dalam Kind and Chan, 2019: 41) describes that pedagogical knowledge (PK) consists of classroom management, teaching methods, individual learning processes and assessment of (student) performance.

2. Content Knowledge

Content Knowledge refers to the amount and organization of knowledge perse in the mind of teachers (Shulman, 1986). Ball, Thames & Phelps (2008) that the teacher must understand the principles of organizing and the proper structure and rules of what is allowed to do and say during the field. CK is a teacher's representation in understanding the subjects that will be presented in class. It can be interpreted that the teacher's content knowledge is required to represent a deep understanding of what material will be presented and which students must master (Kraus et al, 2008).

Pre-service Teacher

Article 1 paragraph 1 of the law concerning teachers and lecturers, professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. Before carrying out your duties as a teacher, you must take Teacher Professional Education to perfect educational knowledge as a basis for preparing yourself to teach in class. The preparation of pre-service teachers must be perfect and in accordance with existing competencies so that wrong interpretations do not arise in teaching in the classroom. The preparation includes understanding the characteristics of students, coaching personally, carrying out learning according to the specific content, making use of information and communication technology, providing a forum for developing the potential of students, assessing learning outcomes and evaluating, and acting reflectively. Pre-service English teachers are prepared to improve the quality of teaching and replace teachers who have resigned as well as provide the latest innovations in the world of education to create a generation of people who have quality with international standards. To improve the quality of Indonesian teachers by conducting training for pre-service English teachers on a regular basis so that they become teachers who have better quality than before and improve the quality of future teachers. Preparing pre-service English teachers is very important and determines the progress of education in Indonesia, therefore pre-service English teachers must have competencies that need to be developed during the education period and improve skills related to the teaching profession and be able to develop innovations in learning models that will suit the needs or material to be presented.

Pre-service Teacher Competence

The nature, intensity and strength of the interconnection varies depending on the quality, duration and type of training and support received, as well as teacher reflections on practice and context (Kind & Chan, 2019). In Shulman's article entitled *The Who Understanding: Knowledge Growth in Teaching*, there are 7 categories for teacher review and evaluation, namely: organizing preparation and presentation of introduction to learning, evaluation, recognition of individual differences, culture, understanding youth, management and educational policies and procedural. This category is for basic material for evaluating and reviewing teacher competencies. HAF ECS has evaluated and developed it in the PCK rubric which lists several things that must be mastered by pre-service teachers, namely content, context, pedagogy, knowledge of learner, knowledge of learning, assessment procedure, general educational context, curriculum knowledge, and outcomes. The goal is none other than illustrating the material, seeking different perspectives for learning, analyzing the difficulties of the material to be presented, developing assessment methods, determining the parts of the material to be taught, determining the essence of the material's values, and connecting the material previously (Zulfikar, 2019).

METHOD

Research Design

This research uses a qualitative method, the selection of this method aims to find, collect, and process research data in a descriptive form. The choice of a descriptive approach is to describe the problems that occur in the pre-service English teacher using pedagogical content knowledge based on the data collected.

Population, Sample, Sampling

Sources of data were obtained from 3 pre-service English teachers Muhammadiyah University of Jember who conducted PPL at SMAN Pakusari. Pre-service English teachers will give a link to upload their respective teaching video and lesson plans on the specified Google drive. This research took place at the PPG Prajab Muhammadiyah University of Jember because the sample to be used was students who were taking the PPG Prajab Program at the Muhammadiyah University of Jember. There is another reason why the researcher took data on pre-service English teachers: what has been mentioned as "pre-service English teachers". Most of the previous research has only examined the level of pre-service English teachers by ignoring pre-service English teachers as a professional education program before becoming a full-fledged teacher. As well as to find out whether the existence of research on the level of pre-service English teachers can minimize the lack of ability of pre-service English teachers for their purposes.

Instrument

In this analysis, the instrument will be used to process the data. The tool used in this study is the delivery of arguments about understanding pedagogical content knowledge during the interview, followed by asking the respondent of the interview.

In the first week, pre-service English teachers upload or share links to Google Drive containing lesson plans and videos while teaching in class. In the second week, interviews will be conducted with respondents to ask for arguments regarding the implementation of PCK in the classroom. In this study, the researcher used the Google Meet which were conducted semi-structurally, namely questions from the interview guide and arguments related to PCK.

The problem in research will be to create an interview guide that will be used to interview respondents. The question power is supported by HAFECS. The interview contains questions about basic PCK problems in class. The interview question consists of thirteen statements, which were responded to by the pre-service English teacher. The researcher chose an online interview using Google Meet. Respondents are free to answer questions in their own language style and according to their understanding. The Following table is some statements of interview:

Table 1.1 Interview Guide

No.	PCK Aspect	Question	Respondent Answer
1.	Content	Is the teacher knowledgeable about the subject being taught?	
2.	Context	Does the teacher construct student perceptions or use generic phenomena to discuss the material?	
3.	Context	Was the teacher successful in picking each student's interest in the specified context?	
4.	Pedagogy	Are the sentences used to give instructions or explain the content simple, succinctly, and punctuated with pauses?	
5.	Knowledge of Learner	Does the teacher do a preliminary knowledge check before beginning the subject?	
6.	Knowledge of Learner	Does the teacher base the continuation of the content to be taught that day on the results of testing pupils' past knowledge?	
7.	Knowledge of Learning	Is the teacher delivering the content with a solid learning structure?	
8.	Knowledge of Learning	Can the teacher provide an alternative technique if it is discovered that pupils are having trouble understanding the lesson that the teacher teaches?	

9.	Assessment Procedure	Is the teacher ensuring that each student can answer the questions in class one by one?
10.	Assessment Procedure	Are the questions graded according to difficulty?
11.	General Educational Context	Is the extent of the content offered adequate to require pupils to study attentively and not squander time?
12.	Curriculum Knowledge	Is the teacher able to relate one concept or subject to another?

RESULTS AND DISCUSSION

Research Finding

The Ability of Preservice English Teacher in Using Pedagogic Content Knowledge in Classroom

Pre-service English teachers who use PCK obtained interviews with 3 participants. PPG students are great at compiling teaching modules and determining the strategies that will be used in the classes they will teach. pre-service English teacher know what they need to teach in class, such as aids or teaching aids, media for learning, and tools that will be used during class. However, pre-service English teacher have weaknesses in 3 very determining aspects, namely in GEC and outcomes and there are differences in the pedagogy aspect.

There are pre-service English teachers who do not pay attention to the outcome, but the GEC is good, there are also those whose GEC is not good but the outcome can be explained in detail, and there are different answers regarding the pedagogy aspect. They also confirmed what they had said during the interview by matching their videos and documents. Detailed information from respondents can follow the following.

Respondent SA

Findings based on the results of data collection techniques are as follows:

a. Interviews

Based on the results of interviews with respondents, respondents gave quite satisfactory answers in terms of aspects of content, context, knowledge of learners, knowledge of learning, assessment procedures, and curriculum knowledge. This respondent is very good in terms of knowledge of learning, which is an aspect related to students. This is reflected in question Q8 about Knowledge of Learning,

Q8: Can the teacher present a different method if students are found to be having difficulty understanding the lesson the teacher is teaching?

SA: I made another alternative by grouping them in one group so they could help each other.

The respondent has prepared other alternatives in teaching so that he can be more effective and teach creatively to make it easier for students to understand the material being taught. Respondents also explained what they had done while teaching and answered questions correctly, but there were several aspects that could not be fulfilled properly if they looked at the interview results, such as the GEC and Outcome aspects.

b. Documents (Teaching Modules/RPP)

Based on the findings of the documents (teaching modules) that were created, there were no problems at all, the sequence and order were in accordance with what would be taught later in class. The sequence from opening to closing is in accordance with the existing PCK aspects. Thus, it can be said that there are no problems in the document (teaching module/RPP) and it is ready to be put into practice in the classroom.

c. Observation (Video)

Based on the results of the observations (video), there are 2 things that are clearly visible in this video, the first is that he teaches very clearly in a coherent manner and the second is that he is overwhelmed in time management. The first finding can still be discussed again when he is teaching, he is still repeating several instructions or explanations related to the material and orders for working on the questions and the respondent teaches by grouping his students into 1 group at different levels so that students can help each other. other.

Respondent EM

Findings based on the results of data collection techniques are as follows:

- a. Interviews
Has his own uniqueness from the other 3 respondents, this respondent is very connected with his students and understands what the obstacles and lack of enthusiasm of students in class are, this can be proven in the results of the interview in Q13 regarding outcomes,
Q13: Can teachers make students show changes in learning attitudes for the better during learning? (for example, more able to complete assignments, more able to study orderly).
EM: I see a very big difference when I teach in class, the difference can be seen when I teach alone and accompanied by a tutor teacher, in this case the students are less interactive if there is a companion (tutor teacher) and vice versa.
This respondent tries to build a relationship between students and teachers so that the learning process runs effectively according to the teaching module.
- b. Documents (Teaching Modules/RPP)
Based on the findings of the documents (teaching modules) that were created, there were no problems at all, the sequence and order were in accordance with what would be taught later in class. The sequence from opening to closing is in accordance with the existing PCK aspects. Thus, it can be said that there are no problems in the document (teaching module/RPP) and it is ready to be put into practice in the classroom.
- c. Observation (Video)
The second respondent was not very different from the first respondent, namely grouping students so that other students could help other students who felt confused and asking questions in tiers also at low, mid and high levels. This can be proven in the observation results which are not much different from the first respondent and the teaching module is also more or less the same.

Respondent NA

Findings based on the results of data collection techniques are as follows:

1. Interviews
This time the respondent is different from the previous respondent, but there is 1 thing that is the same as the first respondent, respondent is very masterful of the class he holds. This can be proven in the results of interviews in Q2 about context and Q4 about pedagogy,
Q2: Does the teacher build student perceptions or use general phenomena for the material to be presented?
NA: Before starting the class, I build their perception before giving the material so that they can easily understand it.
Q4: Are the sentences used in conveying instructions or explaining material easy to understand, short and with pauses?
NA: I use vocabulary that is easy for them to understand.
- b. Documents (Teaching Modules/RPP)
Based on the findings of the documents (teaching modules) that were created, there were no problems at all, the sequence and order were in accordance with what would be taught later in class. The sequence from opening to closing is in accordance with the existing PCK aspects. Thus, it can be said that there are no problems in the document (teaching module/RPP) and it is ready to be put into practice in the classroom.
- c. Observation (Video)
This is reflected in the observations made, this respondent really pays attention to what the students need and their conditions, the class is very well controlled according to the teaching module, and students are not created in groups, so students have to be proactive in asking for responses so that students understand what is being taught.

Specific PCK – Pedagogy, General Education Context, and Outcome

It was found that pre-service English teacher did not fully pay attention to their students because there were factors that supported this, for example time and position in class. This causes pre-service English teacher to be less than perfect in assessing their students, as for the aspects that pre-service English teacher pay less attention to, they are as follows:

- a. Weaknesses of SA Respondents

Disadvantages of the first respondent (SA), this respondent gives quite clear directions but very rarely repeats these directions so that confusion occurs among students due to limited time in class, this could be influenced by several factors including the projector still being installed or electrical interference, this could be It just takes quite a lot of time because these obstacles are beyond the respondent's control. In this case, it is possible that it could happen because it is beyond the respondent's control, and there is one more weakness that will be used as a reference for evaluation material in the following semester, namely Q13 regarding outcomes which are very important because building relationships between students and teachers can make students more responsive or proactive in the classroom. This deficiency could be used as material for the next evaluation to improve teaching performance in the following semester. For obstacles beyond your control, you can create a plan B so that you don't waste a lot of time so that teaching is rushed.

b. Weaknesses of EM Respondents

The weakness of the second respondent (EV) was in the instructions that had to be repeated using Indonesian. In the results of interviews and observations, it was reaffirmed when confirming this statement, that students had limitations in their existing vocabulary so they had to repeat it using Indonesian so that they could understand what was being instructed. There are other shortcomings that are the same as the first respondent, namely limited time or not feeling enough. The incident is more or less the same as the first respondent and can be checked from the video, which is a bit long. This happened due to electrical disturbances and projector problems. Seeing conditions like this, the respondent took action by opening classes and informing his friends to help with this problem. In the results of interviews and observations, it was reaffirmed when confirming this statement, that students had limitations in their existing vocabulary so they had to repeat it using Indonesian so that they could understand what was being instructed. There are other shortcomings that are the same as the first respondent, namely limited time or not feeling enough.

c. Weaknesses of NA Respondents

The last respondent (NA) had the same shortcomings as the first respondent, namely not paying attention to his students in terms of the relationship between students and teachers. This will slightly affect the response of students who will ask questions, it is possible that students will be afraid to ask questions or ask for the explanation to be repeated because they cannot understand the instructions or material. Therefore, these respondents only looked at the assignment, whether they could do it or not, it could not be clearly seen whether they really understood the material. The case of this last response is quite unique because PCK itself has to build relationships between students and teachers to provide space for students to ask or respond to questions so that they are not awkward or embarrassed. This relationship can provide freedom in asking or rebutting.

2 out of 3 pre-service English teachers did not notice any differences while teaching, but 1 pre-service English teacher felt a significant difference while teaching in class. There are only 3 aspects that are still given little attention during class and there are obstacles in class, especially in the pedagogy aspect..

After the researcher checked and confirmed the findings, the three female students confirmed that this was due to limited teaching time, lack of student vocabulary, and not paying attention to differences in changes in student learning from the beginning of learning/semester to the end of learning/semester. These 3 aspects are of concern to researchers for reconfirmation.

The three aspects above are inseparable from the PCK aspects which will become their reference in the teaching process in the following semester. Lack of awareness in these 3 aspects could result in a lack of understanding of what will be evaluated during the teaching process and what must be done in the following semester so that students can understand the material that will be taught.

How ready are the pre-service English teachers using pedagogical content knowledge in the classroom? Pre-service English teachers can be said to be ready to enter the world of education or are ready to teach, provided that there are several aspects that must be evaluated in the next class so that learning can be maximized effectively, and students are able to understand the material they study in that class.

DISCUSSION

Pre-service English Teacher Are Ready To Ready

Based on Law Number 14 of 2005 concerning Teachers and Lecturers article 2 paragraph 2 reads "Recognition of the position of teachers as professional staff as intended in paragraph (1) is proven by teacher certification and article 10 paragraph (1) reads "Teacher competency as intended in Article 8 includes pedagogical competence, personality competence, professional competence obtained through professional education. In accordance with the Law above, it is stated that teachers must have teacher competencies before teaching in schools, both public and private schools, which teachers must be able to fulfill in order to become teachers with qualified competencies. Based on the findings, pre-service English teachers at Muhammadiyah University of Jember were declared to have fulfilled these competencies using the Teaching Mastery Framework by HAFECS Assessment Rubric Collection (unpublished) which is in line with Law Number 14 of 2005. However, pre-service English teachers still have notes for later evaluation material so that they can develop their teaching methods and competencies.

If previous research says it focuses on the real manifestations of PCK in classrooms and are carried out by prospective teachers during the practice process with findings showing that prospective teachers fail to see the importance of effective time and knowing student skills (Sariçoban and Kırmızı, 2020), Pre-service English teachers are ready to teach, but there is a small note that is the same as previous research, namely the importance of effective time which is the key to successful learning. In other cases, the factors for ineffective learning time could be a condition where the supporting equipment experiences problems which take quite a lot of time, the condition of the class after sports hours or a change of class. This could be a condition that causes learning hours to be ineffective.

Of all the inhibiting factors, what is more important is learning achievement, The goal is none other than illustrating the material, seeking different perspectives for learning, analyzing the difficulties of the material to be presented, developing assessment methods, determining the parts of the material to be taught, determining the essence of the material's values, and connecting the material previously (Zulfikar, 2019). Pre-service English teachers have been able to achieve the desired goals, but there are still small notes as material for their evaluation. So, pre-service English teachers are ready to go to schools, whether public schools or private schools, which they are interested in later. If you want to teach at a private school, there is the possibility of studying the curriculum system that already exists at that school.

Specific PCK – Pedagogy, General Education Context, and Outcome

This time there are only 3 weaknesses, which are explained as follows:

1) Pedagogy

According to Koehler (2010) pedagogy relates to processes, strategies, procedures, and ways of teaching and learning. Pedagogic is a part of competence that must be mastered by pre-service teachers. Pedagogic as a way for pre-service teachers to manage learning which includes understanding the characteristics of students, fostering personally, Carry out learning according to the specific topic, making use of information and communication technology, providing a forum for developing the potential of students, assessing learning outcomes and evaluating, and acting responsibly.

2) General Education Context

GEC is one of the basic things in making decisions in the classroom so that it can minimize the risks that occur in the classroom. According to Dipa, Nurdin, and Waluya (2022) there are two decisions in the GEC including: 1). How deep is the scope of discussion of a content taught in class; and 2). How extensive the content can be taught by the teacher. In making this decision, PPG students must look at the indicators behind the decision. There are also things that must be considered in making the decision, namely: time allocation, number of students, composition of students' learning levels, amount of material, and other aspects such as: budget, school facilities or management. With these indicators, pre-service English teachers can determine decision making in the classroom more effectively.

3) Outcome

We have good reason to believe that there is a strong relationship between a new teacher's understanding and the teaching style used (Shulman, 1987). If the relationship between teacher and student is mediocre, he only teaches without seeing the progress of the student, he understands fully and asks questions more freely without feeling afraid or awkward, so it will be a little difficult for the student to develop. In this way, students change from the category of students who are passive and

lack courage to become students who are active or dare to ask questions. Apart from that, pre-service English teachers must also evaluate the results of learning carried out during 1 semester to become material for self-improvement so that subsequent learning can achieve learning goals/learning objectives are achieved.

Implement PCK

This representation of PCK considers the relationship between PCK and practice to be largely congruent, because in this PCK is seen as a form of personal knowledge that is embraced in teaching and teaching planning (Doyle, Seery, and Gumaelius, 2019), PCK is the basis of general teacher competency, because PCK can be applied in any condition and can be a good foundation for teachers to evaluate their teaching methods to become better. PCK is not only conveying knowledge to students who have to memorize but the process of understanding and using an understanding of a science to solve problems in learning and being able to produce creative ideas or ideas in findings. The goal is none other than illustrating the material, seeking different perspectives for learning, analyzing the difficulties of the material to be presented, developing assessment methods, determining the parts of the material to be taught, determining the essence of the material's values, and connecting the material previously (Zulfikar, 2019). According to Rasuli (2022) PCK is needed by teachers because PCK helps in: 1). illustrate material so that it can be conveyed effectively and accurately to students; 2). viewing subject matter from various perspectives so as to determine different ways to explain it in class and make it understandable for students; 3). recognize the difficulties that make material difficult to learn. what initial conceptions students bring to learning new concepts and how teaching strategies should be adapted to various conditions and backgrounds; 4) develop assessment methods that are discussed with the learning process itself; 5). determine which parts of the material are appropriate to be taught in a certain time period and the stages in delivering those parts; 6) determine the essence of the value of a learning material, this value is often called character; 7) connecting learning material at one time with related learning material so that students are able to build relationships between the material and have a more complete understanding of a lesson.

CONCLUSION

The role of a teacher in the classroom is crucial in shaping the learning experience of students. As language teachers, they are responsible for not only imparting knowledge of the language, but also for creating a positive and engaging learning environment. In order to effectively carry out this responsibility, teachers need to possess a variety of skills and knowledge, including pedagogical content knowledge (PCK).

PCK refers to the knowledge and understanding of a teacher about the subject matter, teaching strategies and techniques, and the needs of the students in order to effectively teach a specific topic (Shulman, 1986). In the context of English language teaching, PCK involves the integration of language content and pedagogy to facilitate student learning. It is essential for teachers to have a strong foundation of PCK to effectively teach the complexities of the English language.

The Purpose of PCK in English Language Classroom Pedagogical content knowledge plays an important role in the English language classroom. It enables teachers to have a deep understanding of the language and how it can be taught in an effective and meaningful way. PCK also allows teachers to make informed decisions about the content they teach and the strategies they use to deliver the lesson. By utilizing PCK, teachers can create an engaging and dynamic learning environment that promotes active learning and critical thinking among students.

The Ability of Pre-service English Teachers in Utilizing PCK Pre-service English teachers, who are in the process of completing their teacher education program, are expected to have a solid foundation of PCK before entering the classroom. However, research has shown that there is a gap between the theoretical knowledge and practical application of PCK among pre-service teachers (Carlsen, 1991). This is due to the lack of opportunities for pre-service teachers to apply and practice their PCK in a real classroom setting.

To bridge this gap, teacher education programs should provide pre-service teachers with opportunities to apply their PCK in the classroom. This can be achieved through teaching practicum, where pre-service teachers are given the chance to observe experienced teachers and gradually take over teaching responsibilities. This hands-on experience allows pre-service teachers to apply their PCK and receive feedback from their mentors, which ultimately helps them improve their teaching skills.

Furthermore, pre-service teachers should also be equipped with knowledge about the different teaching strategies and techniques that are effective in teaching the English language. This includes

understanding different learning styles and how to cater to the needs of diverse learners in the classroom. By having a strong PCK, teachers are able to confidently select and implement appropriate teaching strategies that will benefit their students.

In conclusion, the ability of pre-service English teachers in utilizing PCK is crucial in creating an effective and engaging learning environment for students. It is the responsibility of teacher education programs to provide pre-service teachers with opportunities to apply their PCK in the classroom and equip them with the necessary knowledge and skills to effectively teach the English language. By doing so, pre-service teachers will be able to teach the complexities of the English language confidently and effectively to their students.

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