

ABSTRACT

Perwirasari, Anthonia Jessy (2016). *Equipping the Preservice Teacher with Pedagogical Knowledge through Observations of Teaching in General Listening Class of the English Extension Course*. English Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Yogyakarta: Sanata Dharma University.

According to Indonesian Law No. 14 Year 2005 about Teachers and Lecturers, four competences to accomplish by teacher candidates are professional, pedagogical, social, and personality competence. However, out of 56 compulsory courses in the English Language Education Study Program (ELESP), there are only two courses which give teaching practice for teacher candidates. Based on a preliminary survey, 87% of 16 respondents have taught English outside campus before they graduate. Unfortunately, many teacher candidates who have taught English have lack of pedagogical skills because they have limited teaching practice. 87% of 16 respondents who have taught English felt that their pedagogical knowledge was limited and 25% of 16 respondents think that two courses for practicing teaching are not enough.

Considering the results of the survey, the researcher had an idea to study about teacher candidates' learning experiences in doing a classroom observation. There are two questions in this research. The first is how teaching dynamics in the General Listening class IB batch 2015 of the English Extension Course (EEC) are best described. The second question is to what extent observation of teaching dynamics throughout one semester equips teacher candidates with pedagogical knowledge.

A case study had been done to study this research further. The research gathered observational data, inquiry data through FGD, and archival data. The study was conducted for 4 months in a *General Listening* class IB batch 2015 of the EEC. The data were analyzed using a framework of constructivism, backward design principle, cognitive apprenticeship, preservice teacher learning, content-based instruction, and reflection theory.

The researcher found that the teaching dynamics were best described as a combination of Backward Design Principle and Cognitive Apprenticeship. There were three learning goals designed at the beginning of the semester based on the Backward Design Principle. Then, the assignments, materials, and teaching strategies were conducted based on the Cognitive Apprenticeship, especially the Contents and the Methods aspects. To answer the second questions, the researcher found that the preservice teacher conducting the one-semester observation had gained lot of pedagogical knowledge through the observations. The preservice teacher learned some new teaching skills and also what the attitudes of being a teacher are.

Keyword: *preservice teacher, pedagogical knowledge, cognitive apprenticeship, backward design principle.*

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Menurut UU di Indonesia No. 14 Tahun 2005 tentang Guru dan Dosen, empat kompetensi yang perlu dicapai oleh calon guru adalah kompetensi profesional, pedagogik, sosial, dan kepribadian. Namun, dari 56 mata kuliah wajib di Pendidikan Bahasa Inggris, hanya ada dua mata kuliah yang memberikan praktek mengajar bagi calon guru. Berdasarkan survei awal, 87% dari 16 responden telah mengajar sebelum mereka lulus. Sayangnya, banyak calon guru yang telah mengajar merasa kurang dalam hal keterampilan pedagogis karena keterbatasan pengalaman praktik mengajar mereka. 87% dari 16 responden merasa bahwa mereka memiliki pengetahuan pedagogis yang terbatas dan 25% dari 16 responden berpikir bahwa dua mata kuliah untuk praktik mengajar tidaklah cukup.

Mempertimbangkan hasil dari penelitian, peneliti memiliki sebuah ide untuk mempelajari pengalaman pembelajaran calon guru dalam melaksanakan observasi kelas. Ada dua pertanyaan dalam penelitian ini. Yang pertama adalah bagaimana dinamika pengajaran di General Listening kelas IB angkatan 2015 English Extension Course (EEC) paling baik digambarkan. Pertanyaan kedua adalah sejauh mana pengamatan dinamika pengajaran selama satu semester membekali calon guru dengan pengetahuan pedagogis.

Sebuah studi kasus telah dilakukan dalam melaksanakan penelitian ini lebih lanjut. Penelitian ini mengumpulkan data pengamatan, data melalui diskusi kelompok, dan data arsip. Penelitian dilakukan selama 4 bulan di mata kuliah General Listening kelas IB angkatan 2015 EEC. Data dianalisis dengan menggunakan kerangka konstruktivisme, prinsip desain mundur, magang kognitif, pembelajaran calon guru, instruksi berbasis konten, dan teori refleksi.

Peneliti menemukan bahwa dinamika pengajaran paling baik digambarkan sebagai kombinasi dari Prinsip Desain Mundur dan Magang Kognitif. Ada tiga tujuan pembelajaran yang dirancang pada awal semester berdasarkan Prinsip Desain Mundur. Kemudian, tugas, bahan, dan strategi pengajaran dilakukan berdasarkan Magang Kognitif, terutama aspek Isi dan Metode. Untuk menjawab pertanyaan kedua, peneliti menemukan bahwa calon guru yang melakukan pengamatan selama satu semester telah memperoleh banyak pengetahuan pedagogis melalui pengamatan. Calon guru belajar beberapa keterampilan mengajar baru dan juga sikap-sikap untuk menjadi seorang guru.

Kata kunci: *preservice teacher, pedagogical knowledge, cognitive apprenticeship, backward design principle.*