

ABSTRACT

Santoso, Kurnia Akbar. 2023. *“A Narrative Inquiry on Pre-Service English Teachers’ Experiences and Perceptions of Their Pedagogical Knowledge in the Praxis of Teaching English to D3 Livestock Farming Students”*. Thesis. Purwokerto. Faculty of Humanities. Jenderal Soedirman University.

This study attempted to investigate pre-service English teachers’ experiences and perceptions of their pedagogical knowledge in the praxis of teaching English to D3 students. The very rationale of this study was that the pre-service teachers of English Education study program, Faculty of Humanities, Jenderal Soedirman University in the batch 2019, had experienced a number of phenomena during their study in the teacher education, causing them not to have proper nor systematic learning of pedagogical knowledge. Such a circumstance rendered their pedagogical knowledge questionable. Yet, they were to teach D3 students as lecturer assistants. This, to be certain, demanded some investigation so as to discover the ways they applied their pedagogical knowledge, their perceptions on their pedagogical knowledge, as well as the impacts of the teaching praxis on their pedagogical knowledge. Employing narrative inquiry, belonging to the qualitative method, this research endeavoured to delve into the experiences and perceptions of their pedagogical knowledge in their praxis of teaching. A series of in-depth interview was undertaken so as to excavate stories from three participants. Documents were also mustered in order to complement the findings from the interview. Thematic analysis, conducted to analyse the collected data, yielded a number of themes: (1) Planning teaching practice, (2) Conducting teaching practice, (3) Conducting assessment of learning, (4) Perceived Difficulties with pedagogical knowledge, (5) Perceived sources of pedagogical knowledge, and (6) Development of pedagogical knowledge. It was revealed that the participants were pedagogically knowledgeable in a qualitative manner. They expressed their voices regarding their difficulties in acquiring and applying pedagogical knowledge, and what they could learn from the teaching praxis. It is cogently suggested that the participants remain engaged in various teaching activities so as to enrich their pedagogical knowledge, that the teacher education evaluate their curriculum and policy, and that further research employing quantitative approach be conducted.

Keywords: *Experiences, pedagogical knowledge, perceptions, pre-service English teachers, teaching English*

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Penelitian ini mencoba untuk menginvestigasi pengalaman dan persepsi calon guru bahasa Inggris mengenai pengetahuan pedagogik dalam praksis mengajar bahasa Inggris kepada mahasiswa D3. Motif dalam pelaksanaan penelitian ini adalah bahwa calon guru bahasa Inggris dari Prodi Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Jenderal Soedirman angkatan 2019, mengalami beberapa fenomena dalam studi mereka yang mengakibatkan mereka tidak mendapat pengalaman belajar mengenai pengetahuan pedagogik yang sistematis. Situasi tersebut menyebabkan pengetahuan pedagogik mereka dipertanyakan. Meski demikian, mereka ditugaskan untuk mengajar mahasiswa D3 sebagai asisten dosen. Tentu, hal ini memerlukan investigasi untuk menguak cara mereka mengaplikasikan pengetahuan pedagogik mereka, persepsi mereka terhadap pengetahuan pedagogik mereka, serta dampak dari praksis mengajar tersebut terhadap pengetahuan pedagogik mereka. Menggunakan inkuiri naratif, yang mana merupakan metode kualitatif, penelitian ini berusaha menyelam ke dalam pengalaman dan persepsi terhadap pengetahuan pedagogik mereka dalam praksis mengajar. Serangkaian wawancara mendalam dilaksanakan untuk menggali cerita dari tiga partisipan. Dokumen-dokumen dikumpulkan untuk melengkapi temuan dari wawancara. Analisis tematik yang dilakukan untuk menganalisis temuan data menghasilkan beberapa tema (1) Merencanakan praktik mengajar, (2) Melaksanakan praktik mengajar, (3) Melaksanakan asesmen pembelajaran, (4) Persepsi kesulitan dalam mengakuisisi dan menerapkan pengetahuan pedagogik, (5) Persepsi sumber pengetahuan pedagogik, dan (6) Perkembangan pengetahuan pedagogik. Temuan dari penelitian ini mengindikasikan bahwa partisipan memiliki pengetahuan pedagogik yang luas secara kualitatif. Persepsi mencakup pengalaman belajar pengetahuan pedagogik, kesulitan mengakuisisi dan menerapkan pengetahuan pedagogik, dan dampak dari praksis mengajar. Partisipan disarankan tetap terlibat dalam aktivitas yang memperkaya pengetahuan pedagogik mereka. Prodi mengevaluasi kurikulum dan kebijakannya. Riset kelanjutan secara kuantitatif dilaksanakan.

Kata kunci: *Calon guru Bahasa Inggris, pengajaran Bahasa Inggris, pengalaman, pengetahuan pedagogik, persepsi*