

ASSESSING PRE-SERVICE ENGLISH TEACHERS' KNOWLEDGE BASE FOR TEACHING

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ABSTRACT

Research on L2 teacher knowledge confirm that effective instruction is grounded on teachers' pedagogical reasoning generated from essential knowledge categories within teacher knowledge base for teaching (Shulman, 1987; Johnston & Goettsch, 2000). This study aimed to assess pre-service teachers' knowledge base for teaching, which consists of knowledge of learners, content knowledge, pedagogical knowledge, knowledge of curriculum, and knowledge of context, and the extent they perceived and implemented teacher knowledge base for teaching in the teaching practicum they attended. The study employed mixed-method and involved the 6th semester students of English Language Education Study Program, Faculty of Languages and Arts, Yogyakarta State University, who took a micro-teaching course in the 2018/2019 academic year. Both quantitative and qualitative data were obtained. The quantitative data were collected from a test on the students' understanding of essential knowledge within teacher knowledge base for teaching and a survey on the students' perceptions on the implementation of teacher knowledge base for teaching in their micro-teaching practices. Whereas, the qualitative data were gathered from the students' reflections. The findings showed that the students' sufficient score average was confirmed by their perceptions on the extent they comprehended and implemented teacher knowledge base for teaching in their micro-teaching performances. The students perceived that they sufficiently implemented essential activities within teacher knowledge base for teaching. However, these sufficient test scores and perceptions were not well depicted in the students' reflections on the implementation of essential activities within teacher knowledge base for teaching. The students' reflections contained limited and general elaborations on what they did in implementing teacher knowledge base for teaching in their micro-teaching sessions.

Kata Kunci: *pre-service teachers, teachers' understanding, perception, reflection, teacher knowledge base for teaching*