



EFL TEACHERS' PERCEPTION OF PEDAGOGICAL CONTENT KNOWLEDGE: VOICE FROM INDONESIAN RURAL SCHOOLS

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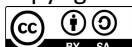
Abstract

This study aimed to find out EFL teachers' pedagogical content knowledge especially in self evaluation from rural schools. This study was conducted in qualitative approach by using case study method, and analyzed using coding from Saldana (2013). The participants of this study were nine English teachers who were teaching English in senior high and vocational schools at rural area in Cirebon region. Questionnaire and interview were employed in gathering data. The result of this study revealed that EFL teachers who are teaching English at rural school had quite high in pedagogical knowledge, content knowledge and pedagogical content knowledge. Most of the EFL teachers at rural school had high in pedagogical knowledge. It meant that they could manage classroom, they know how to deliver the materials well, and know the appropriate strategy or method used to teach students. In this study also found the challenges that EFL teachers faced in teaching English at rural school, such as students' lack of vocabularies, students' low concentration, speaking problem, lack of parents' support, and confidence issue.

Keyword: *pedagogical, content knowledge, rural school, teaching challenges*

Sari

Pengetahuan konten pedagogis menjadi topik dalam penelitian ini yang bertujuan untuk mengetahui pengetahuan konten pedagogis guru EFL terutama dalam evaluasi diri dari sekolah pedesaan dan tantangan yang dihadapi guru EFL dalam mengajar di sekolah pedesaan. Penelitian ini dilakukan dengan pendekatan kualitatif dengan menggunakan metode studi kasus, dan dianalisis menggunakan coding dari Saldana (2013). Peserta penelitian ini adalah sembilan guru bahasa Inggris yang mengajar bahasa Inggris di sekolah menengah atas dan kejuruan di daerah pedesaan di wilayah Cirebon. Instrumen yang digunakan untuk mengumpulkan data adalah kuesioner dan panduan wawancara. Hasil penelitian ini mengungkapkan bahwa guru EFL yang mengajar bahasa Inggris di sekolah pedesaan memiliki pengetahuan pedagogis, pengetahuan konten, dan pengetahuan



konten pedagogis yang cukup tinggi. Sebagian besar guru EFL di sekolah pedesaan memiliki pengetahuan pedagogis yang tinggi. Ini berarti bahwa mereka dapat mengelola kelas, mereka tahu bagaimana menyampaikan materi dengan baik, dan mengetahui strategi atau metode yang tepat yang digunakan untuk mengajar siswa. Dalam penelitian ini juga ditemukan tantangan yang dihadapi guru EFL dalam mengajar bahasa Inggris di sekolah pedesaan, seperti kurangnya kosakata siswa, konsentrasi rendah siswa, masalah berbicara, kurangnya dukungan orang tua, dan masalah kepercayaan diri.

Kata kunci: *pedagogi, pengetahuan konten, sekolah pedesaan, tantangan mengajar*

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Introduction

Teaching English as a foreign language in Indonesia face varieties of students capabilities and practices (Anwar, 2019). However, teachers' task in teaching English for students at rural school are to have to understand teaching method which appropriate with their environment, be able to manage the students during learning process, give an appropriate feedback so they enjoy learning English and others. All of them include in Pedagogical Content Knowledge which can help and support teachers while they are teaching English. Pedagogical Content Knowledge is a form of practical knowledge that is used by teachers to guide their decisions and actions in classroom. The concept of Pedagogical Content Knowledge is categorized as teachers' competencies. As Shulman argued, as cited in Faisal (2015), that Pedagogical Content Knowledge is the most useful forms of representation of ideas, analogies, illustrations, examples, explanation, and demonstrations in a word, the ways of delivering and formulating the subject which make it comprehensible to others. Whereas Richards, as cited in Safaie et al. (2014) identified Pedagogical Content Knowledge refers to basic knowledge for classroom instruction.

As noted by Shulman and referenced in Kultsum (2017), Pedagogical Content Knowledge (PCK) is the integration of subject-specific content knowledge and pedagogical knowledge, both of which are essential for teachers to possess. These two domains are interconnected. The first domain, Pedagogical Knowledge, encompasses the principles and strategies of teaching that are applied in classroom management. It also includes a teacher's understanding of student learning, assessment methods, and educational goals. The second

domain, Content Knowledge, refers to the expertise in a specific subject area that teachers need to effectively teach it. For example, English teachers must have a thorough understanding of English subject matter and be able to effectively convey and explain it to their students (König et al., 2016).

Pedagogical content knowledge are important to be mastered by EFL teachers because it will help dan support them to teach their students in appropriate way and appropriate needs. As Ibrahim (2016) emphasized the importance of teachers to updating their instructional skills for better teaching outcomes. As pedagogical content knowledge is rarely discussed, this research is addressed to fill the gap. The questions are:

1. How is Pedagogical Content Knowledge as perceived by the EFL teachers from rural schools in Cirebon?
2. What kinds of challenges do EFL teachers encounter in teaching English at rural school in terms of Pedagogical Content Knowledge?

Previous Studies

The first research, the researchers took from Newsome et al. (2017), entitled Teacher Pedagogical Content Knowledge, Practice, and Student Achievement, which aimed to measure potential change in teacher knowledge and practice. In their study, they used mixed-method data collection and analysis. According to their study, Thompson & Zueli (1999) argued that professional development that challenged the teachers thinking, provided them with new instructional materials and practices which supported a change in knowledge and beliefs. In their study also said that Content Knowledge and Pedagogical Knowledge were moderately correlated with each other, providing empirical evidence that Pedagogical Content Knowledge was a unique construct with content and pedagogical components which were distinct from both academic understanding of topic and general pedagogical knowledge. Newsome et al. found in their research that teachers with strong PCK were more likely to positively affect student learning than those teachers with weak PCK. Students would get understanding easily when they were taught by professional teachers with good PCK.

Next previous research was taken form Safaie et al. (2014) entitled The Erosion of EFL Teachers' Content and Pedagogical Content Knowledge Throughout The Years of Teaching Experience which involved 65 female teachers and 50 male teachers. They aimed

to measure the subjects' content and pedagogical content knowledge. Their study used questionnaire for acquiring the data.

Their study revealed that teachers with 1-10 years of teaching experience possess the highest level of content knowledge, while those with 21-30 years of experience exhibit the lowest level of pedagogical content knowledge. The findings confirmed that as teaching experience increases, the level of pedagogical content knowledge among EFL teachers tends to decline. This suggests that more experienced EFL teachers are less proficient in pedagogical content knowledge compared to their less experienced counterparts.

In the third research from Rahmani, Mulyono, & Novitasari (2017) who investigated ESL teachers' pedagogical content knowledge in responding to the curriculum changing namely curriculum 2013. In their study, they used questionnaire to conduct the data from participants which contained about understanding on Pedagogical Knowledge (PK), Content Knowledge (CK), Pedagogical Content Knowledge (PCK), and also understanding on Curriculum Changing (CC). Based on their study, teachers' understanding on Pedagogical Knowledge and Content Knowledge were quite high which meant teachers were quite competence on both knowledge.

In a study, Ibrahim (2016) aimed to investigate the extent to which English teachers demonstrated Pedagogical Content Knowledge (PCK) in their teaching practices and explored how they enhanced their teaching expertise over time. The findings suggest that each teacher had their own strengths and weaknesses in teaching English. The teachers taught different topics and showed dissimilarity in displaying Pedagogical Content Knowledge (PCK)..

Last previous study is from Songbatumis (2017) entitled Challenges in Teaching English Faced by English Teachers at MTsN Taliwang. Her study attempted to investigate English teaching problem as well as the solutions which encounter by EFL teachers in Taliwang. She used observation and interview to accumulate the data. She found the challenges from student's side and teacher's side. From students were lack of vocabulary mastery, low concentration, lack of discipline, boredom, and speaking problem such as pronunciation and intonation. Meanwhile teachers' side were shortage of teachers' training, language proficiency issue, limited mastery of teaching method, unfamiliarity to IT, lack of

professional development, inadequate resources and facilities, and time constraint. In her study also existed the solution to decrease the problem from students and teachers, such as applying various teaching methods which was appropriate to materials for the students and giving motivational feedback.

Theoretical review

Teachers' Pedagogical Content Knowledge

According to Shulman, as cited in Bostancıoğlu & Handley (2018) Pedagogical Content Knowledge is professional knowledge dimension which important for teachers and prospective teacher. It refers to teachers' knowledge of the subject for teaching. Pedagogical Content Knowledge consists of pedagogical knowledge and content knowledge, or it is able to be understood as knowledge of the materials and the way to delivery or teach the materials. It includes aspects that support teachers to do learning process. Further, Pedagogical Content Knowledge is considered one of the knowledge bases in addition to knowledge of content, general pedagogy, curriculum knowledge, learners and their characteristic, and educational contexts (Faisal, 2015).

Richard, as cited in Safaie et. al. (2014), stated that pedagogical content knowledge refers to knowledge which provides a basis for language teaching, such as curriculum planning, assessment, reflective teaching, classroom management, teaching children, teaching the four skills and so on. This is also as an integration from subject and knowledge (Kultsum, 2017).

1) Pedagogical Knowledge

Pedagogical Knowledge is deep knowledge about the practice and the process or method of teaching the materials to students. According to Shulman, as cited in Kultsum (2017), said that pedagogical knowledge is the knowledge, theory, and belief about the teaching practice and the learning process which it comes from teacher's methods in delivering materials in the classroom. Teachers need to possess this knowledge to get easy explaining the materials, maintaining classroom situation and keeping the students on learning. In addition, Koehler & Mishra (2009) argued this knowledge makes teachers understanding how to teach, how students learn, general classroom management skill, lesson plan, and learning assessment. All components of pedagogical knowledge show a teacher who has good pedagogical knowledge understand how to deliver the subject and manage the class. In short, a pedagogical knowledge is the knowledge that have to be possessed by teachers

to understand and master how to teach the materials, classroom management, lesson plan, and student assessment. In other word, this knowledge brings the theories of teaching and learning and strategies of classroom management that apply in to students in the class.

2) Content Knowledge

This knowledge refers to teachers' knowledge of subjects or matters, such as syntax, phonology, grammar, and etc. According to Koehler & Mishra (2009), Content Knowledge is the knowledge of subject that be learnt or taught by teachers. In teaching process, teachers should deliver the subject that has to be taught to students. Therefore, before coming at classroom, teachers have to master the materials. It needs to avoid misunderstandings or mistakes in teaching and learning process. Shulman as cited in Koehler & Mishra (2009), noted that knowledge of theories, knowledge of evidence and proof are included into Content Knowledge. Furthermore, beside teachers have to understand the pedagogical knowledge, they also have to master the subjects before they do the teaching and learning process such as understanding the subject, explaining the subject, and applying the subject in daily activity. Teacher with good understanding about the lessons establishes the achievements of students. As Kultsum (2017) said that teacher's content knowledge gives influence in teaching and learning process and student's achievement is the substantial effect of it. However, both pedagogical knowledge and content knowledge are necessary for the teachers before they come to classroom. It makes teacher easy in teaching and learning process.

Methods

This study used qualitative case study. According to Cresswell (2014), case study is a design of investigation in which the researcher analyze in detail of a case, program, event, activity, process, or one or more individuals. In addition, it is limited by time and activity. The researcher collected deep information using a variety of data collection, such as questionnaire and interview. The participants of this study were nine EFL teachers who are teaching English at rural school in Cirebon. There were three schools whose teachers as from state primary schools in Cirebon region. However, the researchers asked three EFL teachers from every school to be source of data which consist a male teacher and eight female teachers. All participants were chosen after negotiations were conducted. They agreed to participate in our research in the basis of voluntarily principle. The data sources of this study were collected from questionnaire and semi-structured interview.

Technique of Data Collection

Questionnaire

First step, the researchers gave the questionnaire sheets to every EFL teacher from different school and in different day. The questionnaire was done approximately 20-30 minutes by participants. This questionnaire had been developed and validated by Bostancıoğlu & Handley (2018). The purpose of it was to answer the first question of this study. The PCK instrument in this study contained 23 items for measuring teachers' perception of the three PCK domains: 10 Pedagogical Knowledge items, 9 Content Knowledge items, and 4 Pedagogical Content Knowledge items. For these 23 items, participants answered each question using the following five-level Likert scale: 1) Strongly Agree, 2) Agree, 3) Neutral, 4) Disagree, and 5) Strongly Disagree.

Interview

The last step, after data from questionnaire had been analyzed, the researchers did a face-to-face interview session to some respondents. According to Taylor and Bogdan as cited in Ranjit Kumar (2005, p.124) stated that in-depth interviewing is face-to-face interview between the researcher and informants towards understanding their perspectives, experiences, or situations as expressed in their own words. The interview also was recorded to help the researchers understanding more about the information that the respondents had told while doing interview. Hence, the researchers could rehear the result of interview to avoid mistakes while noted taking in interview process. The question of interview was designed to answer the second research question of this study. The question was a semi-structured interview, they were a guideline to acquire interview data. When found an interesting information during the interview process, the researchers could improve the question out of the guideline above.

Findings and discussion

EFL teachers' Pedagogical Content Knowledge

a) Pedagogical Knowledge

Pedagogical knowledge is the knowledge, theory, and belief about the classroom practice of teaching and the learning (Kultsum, 2017).

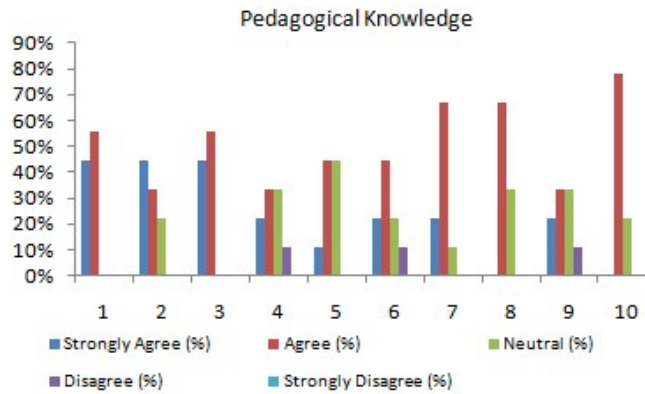


Figure 1. Result of EFL Teachers' Pedagogical Knowledge

In which

- [1] Teachers know how to maintain classroom management
- [2] When teachers are teaching, they can manage activities for individual, in pairs, group and whole class work
- [3] Teachers can create opportunities for individual, in pairs, group and whole class work
- [4] Teachers can adapt their teaching style to different learners
- [5] Teachers can adapt their teaching based upon what students do not understand
- [6] Teachers can select teaching materials appropriate to the needs of learners
- [7] Teachers are familiar with common student understandings and misconceptions
- [8] Teachers can assess student learning in multiple ways
- [9] Teachers can keep students on task
- [10] Teachers can understand curriculum requirements

b) Content Knowledge

Content Knowledge is the knowledge of subject that be learnt or taught by teachers. In teaching process, teachers should deliver the subject that has to be taught to students (Koehler & Mishra, 2009).

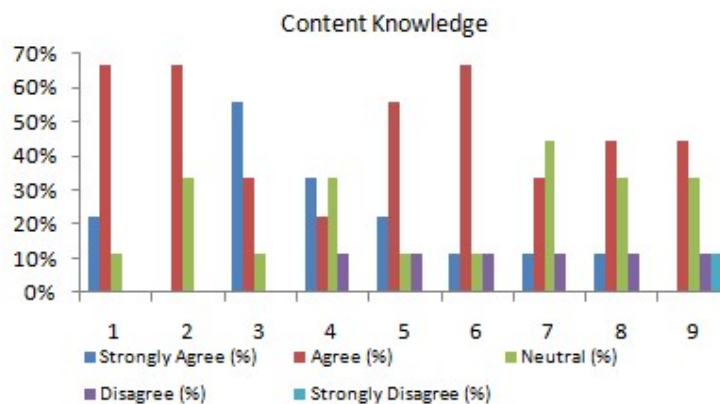


Figure 2. Result of EFL Teachers' Content Knowledge

In which:

- [1]: Teachers can explain the grammatical features of the English language
- [2]: Teachers can describe the phonological features of the English language
- [3]: Teachers are familiar with the differences between spoken and written English
- [4]: Teachers can maintain the use of English in the classroom
- [5]: Teachers can comprehend English texts accurately
- [6]: Teachers can comprehend English speech accurately
- [7]: Teachers can monitor my own writing for accuracy
- [8]: Teachers can monitor my own speech for accuracy
- [9]: Teachers are familiar with the culture(s) of target language communities

c) Pedagogical Content Knowledge

Kultsum (2017) stated that pedagogical content knowledge is a combination between subject matter knowledge and pedagogical knowledge that is needed for teachers to be possessed for teaching process. This is, again, an integration which of classroom practices.

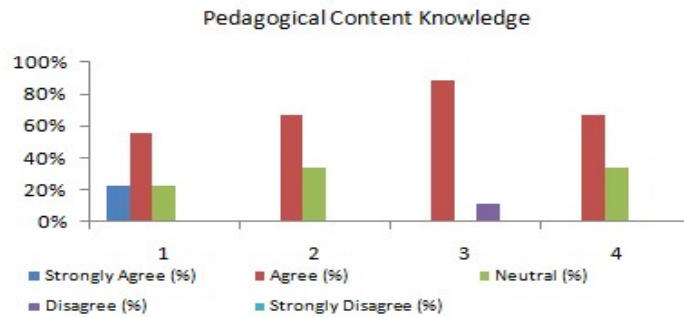


Figure 3. Result of EFL Teachers' Pedagogical Content Knowledge

In which

- [1] Teachers can give appropriate feedback on learner language
- [2] Teachers can select authentic English language resources to suit student needs
- [3] Teachers can choose an appropriate approach to teach learners
- [4] Teachers can identify linguistic problems experienced by learners

Table 1 Mean of EFL Teachers' Pedagogical Content Knowledge

No	Aspects	sum	%	mean	sd
1	Pedagogical Knowledge	355	79	3,94	0,22
2	Content Knowledge	304	75	3,75	0,19
3	Pedagogical Content Knowledge	136	76	3,77	1,41

N= 9

First aspect is Pedagogical Knowledge. It is about maintaining the classroom, how to teach the students, how to deliver the materials, and adapting teaching styles. As presented above, 79% of EFL teachers at rural school considered that they could handle and apply the classroom management, how to teach the students, how to deliver the subjects, and adapting teaching styles. It was proved in the first and third statement that told about “I know how to maintain classroom management” and “I can create opportunities for

individual, in pairs, group and whole class work” had each score 40 of 45. In the second aspect, Content Knowledge tells about understanding the subject, explaining the subject, and applying the subjects in daily activity. It showed that this aspect had 75% of EFL teachers who understand about the materials, explain the materials to the students, and apply the subjects in daily activity. It has the low percentage of the aspects. It was proved that in statement 17 which told “I can monitor my own writing for accuracy” only got score 31 of 45. Meanwhile in the statement 13 “I am familiar with the differences between spoken and written English” had score 40 of 45.

The last aspect is Pedagogical Content Knowledge. It explains about a combination between content knowledge and pedagogical knowledge that is needed for teachers to be possessed for teaching process. In table above showed that this aspect had 76% of EFL teachers who teaching at rural school could combine between content knowledge and pedagogical knowledge in order to make the classroom alive and made students understand the materials easier. It was proved in statement 20 “I can give appropriate feedback on learner language” had score 36 and statement 22 “I can choose an appropriate approach to teach learners (i.e. communicative approach, direct method)” had score 34. Among the aspects in the explanations above, the researchers identified the quite high aspect that possessed to EFL teachers at rural school was Pedagogical Knowledge. It was proved by the mean in the table above showed that Pedagogical Knowledge with the highest score (m=3,94) and followed by Pedagogical Content Knowledge (m=3,77) and the last Content Knowledge (m=3,75).

Challenges That EFL Teachers Encounter in Teaching English at Rural Schools

To analyze the data, the researcher follows the step from Cresswell (2014). There are some steps to analyze the interview data. The first step is gathering the raw data. For this step, the researcher has gathered the raw data from the participants. The second and the third step are organizing the data for analysis and reading all the data. The next steps are coding, making themes or description based on the code and categorizing the data and code. The we used coding strategy by Saldana (2013:87).

Table 2 Analysis of Interview Teachers' Challenges in Teaching English

Respondents	Raw Data	Codes
Respondent 1	The problem is difficult to communicate with students because they are lack of vocabulary.	LACK OF VOCABULARIES
	They don't understand what the teacher said, like that.	LOW CONCENTRATION
	Sometimes they are afraid to express, eee to say or to speak in English.	CONFIDENCE ISSUE
Respondent 2	Indeed. The vocabulary is very limited, especially those in grade 1.	LACK OF VOCABULARIES
Respondent 3	They do not speak English.	SPEAKING PROBLEM
	They do not take some course.	LACK OF PARENT'S SUPPORT
	They do not have many vocabularies.	LACK OF VOCABULARY
	They do not have the basic.	LOW CONCENTRATION

From the participants' answer, all of them answered that students are lack of vocabularies because the participants is difficult to communicate with students in English. When the students have limited vocabularies, the teacher could not communicate longer with students. As stated by respondent 1 and 2;

“Sometimes the problem is difficult to communicate with students because they are **lack of vocabulary.**”

“Indeed. **The vocabulary is very limited**, especially those are in grade 1.”

According to the teachers, they are quite upset when students do not know or understand what teacher said or presented. It is caused the student did not pay attention when the teachers delivered the materials. The basic materials had been learnt in junior high school but the teacher said that students of senior high school still feel difficult to understand the basic of English. As stated by respondent 3;

“**They do not have the basic.** They are still weak of it. How do they speak up? They do not know “to be”. It is caused the student didn't pay attentions when the teachers presented the materials.”

Confidence issue has become serious problem in learning English. The students is requested to be confident in practicing speaking English with teacher and their friends.

Teachers said that actually some students in their class have good English but they still have low confidence. Most students at rural school have speaking problem. It happens because several factors, such as they are afraid to make mistake, they do not pronounce the English words, and still confused to arrange the good sentences. Even the teacher has invited and suggested them to speak up, they are still afraid to speak up. As respondent 1 said;

“Hey, if you want to speak fluently English, please always practice practice and communicate, **don't be afraid to make mistakes.**”

Supporting from their parents are quite important. One of supports can be take children to the English course. This support can help the students understand English fast because they learn English in many time, more than in school. EFL teachers are happy when their students can join any course outside school because it can improve them to increase their skills. This study has attempted to find EFL teachers' pedagogical content knowledge in teaching English at rural school and the challenges that EFL teachers face in teaching process of the participants which consist of 9 EFL teachers of Cirebon regency senior high school and vocational high school. The findings indicated that the participants showed quite high in their pedagogical knowledge, meanwhile results of their pedagogical knowledge, content knowledge and pedagogical content knowledge are about to same. The result showed that 79% of EFL teachers at rural school have quite high in pedagogical knowledge. It means that they can maintain the classroom management, keep the students on learning, and understand how to deliver the subjects which make students easy understood. Generally, this finding is in line with Newsome et. al (2017) who found that teachers with high pedagogical content knowledge can help more the students in learning process. It means that EFL teachers in their study had good knowledge that could improve the students in learning English. It is also supported by Rahmani, Mulyono, & Novitasari (2017) who found that most of teachers believed that they were highly competence in implementing pedagogical knowledge, content knowledge, and pedagogical content knowledge.

Beside, it is contrast with Ibrahim (2016) who found in his study that most of English teachers did not show good teaching skills in teaching English, whether it was content knowledge, pedagogical knowledge, or pedagogical content knowledge. In his study, there

was only a teacher who had strong knowledge of them. In his study, he suggested teachers needed to learn more about pedagogical content knowledge. In other word, teacher might know how to combine content knowledge with pedagogical knowledge and conceptions of learners for presenting better English lessons. In this study not only investigated teachers' pedagogical content knowledge, it also analyzed the challenges that EFL teachers encountered in teaching English at rural school. In this study found five challenges that EFL teachers encountered in teaching English at rural school, such as students' lack of vocabularie, students' low concentration, lack of parents' support, speaking problem, and confidence issue. The result of it is in line with Songbatumis (2017). In her study, she found seven challenges that English teachers faced in teaching at rural school. Five of them are same and two left are students' boredom and students' lack of discipline.

Conclusion, limitation, and further research

This study was about EFL teachers' pedagogical content knowledge towards a self-evaluation from rural schools in Cirebon. The purpose of this study is to find out how pedagogical content knowledge as perceived by the EFL teachers from rural schools in Cirebon. The data were obtained from the questionnaire to answer the first reasearch question. The following pedagogical content knowledge was adopted from Shulman's theory, such as pedagogical knowledge, subject matter knowledge, and pedagogical content knowledge. The result showed that EFL teachers' pedagogical content knowledge who were teaching English at rural schools in Cirebon had quite high of each aspect.

Challenges are also encountered when EFL teachers were teaching English at rural schools in Cirebon. The data were obtained from the interviews to answer the second formulation. The result revealed that the challenges which is exist in learning process were students' lack of vocabularies, students' low concentration, speaking problem, lack of parents' support, and confidence issue. Furthermore, it could be concluded that pedagogical content knowledge as perceived by EFL teachers at rural schools in Cirebon had quite high. Unfortunately, beside had quite high in pedagogical content knowledge, the EFL teachers still found the challenges in language learning and teaching process. This study only focused on EFL teachers' pedagogical content knowledge in teaching English at rural school. Therefore, the next study must be focused on EFL teachers' technological pedagogical content knoledge. In next study, we suggest to know what kinds of technology that EFL teachers use in teaching English at rural school.

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Conflict of Interest

No potential conflict of interest is reported.

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