

**ANALYZING PERCEPTIONS AND
IMPLEMENTATION OF PRIMARY SCHOOL
ENGLISH TEACHERS WITH NON- ENGLISH
EDUCATIONAL BACKGROUND ON PEDAGOGICAL
CONTENT KNOWLEDGE IN TABANAN REGENCY**



**OLEH
LUH YULI RAHMAYANTI
NIM 1912021119**

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

JURUSAN BAHASA ASING

FAKULTAS BAHASA DAN SENI

UNIVERSITAS PENDIDIKAN GANESHA

2023

**ANALYZING PERCEPTIONS AND
IMPLEMENTATION OF PRIMARY SCHOOL
ENGLISH TEACHERS WITH NON- ENGLISH
EDUCATIONAL BACKGROUND ON PEDAGOGICAL
CONTENT KNOWLEDGE IN TABANAN REGENCY
SKRIPSI**

**Diajukan kepada
Universitas Pendidikan Ganesha
Untuk Memenuhi Salah Satu Persyaratan dalam Menyelesaikan
Program Sarjana Pendidikan Bahasa Inggris**

**Oleh
Luh Yuli Rahmayanti
NIM 1912021119**

**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
JURUSAN BAHASA ASING
FAKULTAS BAHASA DAN SENI
UNIVERSITAS PENDIDIKAN GANESHA
2023**

SKRIPSI

**DIAJUKAN UNTUK MELENGKAPI TUGAS DAN
MEMENUHI SYRAT-SYARAT UNTUK MENCAPAI GELAR
SARJANA PENDIDIKAN**

Menyetujui

Pembimbing I,

Pembimbing II,



Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd
NIP. 198304022006042031



G.A.P. Suprianti, S.Pd., M.Pd
NIP. 199002242014042001

Skripsi oleh Luh Yuli Rahmayanti ini
telah dipertahankan di depan dewan penguji
pada tanggal 16 Juni 2023

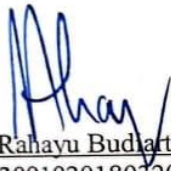
Dewan Penguji



Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
NIP. 197609022000031001

(Ketua)

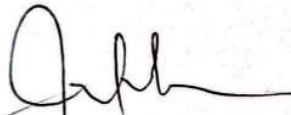
Penguji I



Luh Gd. Rahayu Budarta, S.Pd., M.Pd.
NIP. 1993091920180320001

(Anggota)

Penguji II



Dr. IGA Lokita Purnamika Utami, S.Pd., M.Pd.
NIP. 198304022006042001

(Anggota)

Penguji III



G.A.P. Suprianti, S.Pd., M.Pd.
NIP. 199002242014042001

(Anggota)

Diterima oleh Panitia Ujian Fakultas Bahasa dan Seni
Universitas Pendidikan Ganesha
guna memenuhi syarat-syarat untuk mencapai gelar sarjana pendidikan

Pada:

Hari : Selasa
Tanggal : 27 Juni 2023

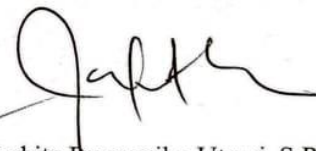
Mengetahui,

Ketua Ujian,

Sekretaris Ujian,



Dr. Dewa Putu Ramendra, S.Pd., M.Pd
NIP. 197609022000031001



Dr. I G A Lokita Furnamika Utami, S.Pd., M.Pd
NIP. 1983040220060420001

Mengesahkan,

Dekan Fakultas Bahasa dan Seni



Prof. Dr. I Made Utama, M.Pd
NIP. 196004241986031002

PERNYATAAN

Dengan ini saya menyatakan bahwa karya tulis yang berjudul “*Analyzing Perceptions and Implementation of Primary School English Teachers with Non- English Educational Background on Pedagogical Content Knowledge in Tabanan Regency*” beserta seluruh isinya adalah benar-benar karya sendiri dan saya tidak melakukan penjiplakan dan pengutipan dengan cara-cara yang tidak sesuai dengan etika yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko/sanksi yang dijatuhkan kepada saya apabila kemudian ditemukan adanya pelanggaran atas etika keilmuan dalam karya saya ini atau ada klaim terhadap keaslian karya saya ini.

Singaraja, 16 Juni 2023

Yang membuat pernyataan,



Luh Yuli Rahmayanti

ACKNOWLEDGEMENT

The highest gratitude is expressed to Ida Sang Hyang Widhi Wasa, because of his blessing, change, and guidance, in finishing the writer's paper entitled **“Analyzing Perceptions and Implementation of Primary School English Teachers with Non- English Educational Background on Pedagogical Content Knowledge in Tabanan Regency”**. Moreover, the writer also would like to thank all people who gave invaluable assistance, support, time, guidance, revision, and suggestion during the accomplishment of this research paper.

They are :

1. My first supervisor, Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd., who kindly and patiently gave me guidance, useful feedback, ideas, suggestions, countless time, support, and also motivation during conducting this research also finishing this research paper.
2. My second supervisor, G.A.P. Suprianti, S.Pd., M.Pd. who kindly and patiently gave useful feedback, advice, ideas, support, motivation, end also countless time in conducting the research and also finishing this research paper/thesis.
3. My examiner, Luh Gd. Rahayu Budiarta, S.Pd., M.Pd. who has given judgment and suggestions in completing this research paper/thesis.
4. My academic supervisor, Prof. Dr. Putu Kerti Nitiasih, M.A., who always gave endless support, motivation, and advice during studying in English Language Education.
5. All lectures in English Language Education who always support and also kindly and patiently teach and share knowledge during studying in English Language Education.
6. My lovely family: I Gede Astra Luh Novi Pridawati (mother), Made Galih Berata (brother).
7. My grumpy boy I Gede Pande who always support, someone who always accompanies the writer, and loyally becomes a fighting partner.

8. My amazing friend from Binjai group and The Virgin Group who always become the most comfortable place for the writer to the stories.
9. Headmaster of SDN 1 Marga Dauh Puri, SDN 2 Bangli, and SDN 1 Baturiti who permitted me in conducting research in their schools.
10. All my research subject in SDN 1 Marga Dauh Puri, SDN 2 Bangli, and SDN 1 Baturiti who kindly help me in collecting the data and also gave endless time during the data collection process.

The writer hopes that this research paper could help and also be useful for the readers. Further, advices, suggestions, and criticism are needed for this better research paper.

Singaraja, 16 June 2023



Luh Yuli Rahmayanti

TABLE OF CONTENTS

ACKNOWLEDGEMENT	i
ABSTRACT	iii
TABLE OF CONTENTS	v
LIST OF TABLES	vii
LIST OF FIGURES	viii
LIST OF APPENDICES	ix
CHAPTER I INTRODUCTION	1
1.1 Research Background.....	1
1.2 Problem Identification.....	6
1.3. Research Scope and limitation.....	6
1.4 Research Questions	7
1.5 Research Objectives.....	7
CHAPTER II LITERATURE REVIEW	8
2.1 Definition of Perception and Implementation.....	8
2.2 Definition of Pedagogic Content Knowledge	9
2.3 Aspect of Pedagogical Content Knowledge in English Learning Context.....	11
2.4 Components of English Pedagogical Content Knowledge	14
2.5 Important Strategies for Teaching English in Elementary School.....	15
2.6 English Learning at Elementary Level in Bali.....	18
2.7 Empirical Review	19
CHAPTER III RESEARCH METHODS	24
3.1 Research Design.....	24
3.2 Research Subject	25
3.3 Research Object	26
3.4 Procedure of Collecting Data	26
3.5 Research Instruments	27
3.5.1 The Researcher.....	27

3.5.2 Questionnaire	28
3.5.3 Observation Sheet	32
3.5.4 Interview Guide.....	36
3.6 Content Validity of The Instruments.....	37
3.7 Method of Analyzing the Data.....	39
3.7.1 Analysis of Perception Data.....	39
3.7.2 Analysis of Observational Data on Implementation	40
3.7.3 Analysis The Comparison Between The Perception and Implementation	42
3.8 Research Trustworthiness	44
 CHAPTER IV FINDINGS AND DISCUSSIONS	 46
4.1 Findings.....	46
4.1.1 Teacher Perception towards Pedagogical Content Knowledge In Tabanan Regency	47
4.1.2 Teachers' Implementation of Pedagogical Content Knowledge in Tabanan Regency	64
4.1.3 The Comparison Between Perception and Implementation.....	70
4.2 Discussion	121
4.3 Implication	160
 CHAPTER V CONCLUSION.....	 163
5.1 Research Summary.....	163
5.2 Conclusion	164
5.3 Suggestion.....	165
 REFERENCES.....	 167
APPENCICES.....	173

LIST OF TABLES

Table	Page
Table 3.1 Teacher’s Profiles	25
Table 3.2 Summary of Collecting Data Methods.....	26
Table 3.3 Blueprint for Questionnaire of Pedagogic Content Knowledge of Teaching English to Young Learners	29
Table 3.4 Blueprint for observation of The Implementation of Pedagogical Content Knowledge of Teaching English to Young Learners.....	33
Table 3.5 Cross Tabulation	37
Table 3.6 Success Rate.....	38
Table 3.7 Content Validity of the Instruments.....	38
Table 3.8 Illustration of Perception Questionnaire Tabulation in Tabanan Regency	39
Table 3.9 Categorization Guidelines and Perceived Level of Qualifications	40
Table 3.10 Illustration Tabulation of Observation Results from Tabanan Regency	41
Table 3.11 Categorization Level Guidelines of Teacher’s Implementation.....	42
Table 3.12 Parameter of The Relationship.....	42
Table 4.1 Teachers’ Perception of Content Knowledge	47
Table 4.2 Teachers’ Perception of Pedagogical Knowledge.....	49
Table 4.3 The Summary of Perception of Primary School English Teachers on Pedagogical Content Knowledge in Tabanan	63
Table 4.4 Teachers’ Implementation of Content Knowledge	65
Table 4.5 Teachers’ Implementation of Pedagogical Knowledge	66
Table 4.6 Data Summary about The Implementation of Pedagogical Content Knowledge	69
Table 4.7 Summary of Teachers’ Perception and Implementation of Pedagogical Knowledge	70
Table 4.8 The Relation Between Teachers’ Perception and Implementation of Pedagogical Knowledge.....	71

LIST OF FIGURES

Figure	Page
Figure 1. The Embedded Design Analysis Proposed by Cresswell (2012)	24
Figure 2. Picture of Interactive Analysis Model According to Miles & Huberman (1994)	43



LIST OF APPENDICES

Appendix	Page
Appendix 1. Official Letter From The School	174
Appendix 2. Documentations During The Observation.....	177
Appendix 3. Instrument Validation By The Experts.....	178
Appendix 4. The Result Of Each Instrument	241

