

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

One of the important things that a teacher must have is knowledge of subject matter and teaching principles. Pedagogical Content Knowledge (PCK) was first introduced by Shulman (1986) and over the past 20 years, Pedagogical Content Knowledge has been the focus of many research subjects on teaching (Magnusson, Krajcik, and Borko, 1999 and Shulman, 1986). Shulman (1986) stated that pedagogical content knowledge is one of the most important knowledge bases that a teacher must possess in order to implement effective teaching. According to Shulman (1986) and Hill et al (2005) understanding of subject matter and also the ability to integrate understanding is the essence of pedagogical content knowledge (PCK). This was explained more specifically by Ibrahim (2016) who stated that teaching requires intertwining aspects of knowledge about pedagogical knowledge and subject matter. Therefore, this pedagogical content knowledge is a combination of subject knowledge (CK) and pedagogical knowledge (PK) (Kultsum, 2017). Knowledge of subjects matter related to language awareness and language proficiency of a teacher (Andrews, 2001). According to Ratminingsih (2020) pedagogical knowledge related to knowledge about students, curriculum development, lesson planning (RPP), implementation of learning, and assessment of learning outcomes. So, mastery of Pedagogical Content Knowledge is very important for teachers.

For primary school English teachers, knowledge of the learner's

conceptionis is important. Knowledge of the learner's conception is related to learners' characteristics. It is one of the keys for the successful of English learning in primary school, because at this stage, the foundation of English learning is established which may affect the next stages. Learners in the age range of 3 to 12 years are in the category of young learners (Ratminingsih et al., 2021). Furthermore, young learners are also dependent on their teachers. Therefore, Bland (2015) stated that teacher must to have a proper and qualified education background. In teaching English at primary schools, English teachers should have the competence of teaching English to young learners. This is because young learners have their own characteristics which made them different from adults learners. Therefore, the teacher is required to have a balance knowledge both of theory and practice to teach young learners (Giri, Artini, and Padmadewi, 2018). A competent English teacher must master pedagogical content knowledge and have an English educational background (Anggareni, Utami, and Dewi, 2020).

In teaching English, each level of students has a different way of teaching. The ways and styles of teaching English to adult learners and young learners are different. According to Cameron (2001), the characteristics of young learners are different from the characteristics of adult learners. Young learners have unique characteristics in learning. Adult learners are more adapted to current circumstances. Adult learners are more interested in learning related to problems that are relevant to their environment and also their learning is more centered on a problem compared to a subject (Knowles, 2002). While the characteristics of young learners are young learners have great curiosity and want to try new things, young learners are more attracted to real situations that they can observe directly,

young learners tend to be more focused on the real context and situation that can be directly observed and experience in the learning activities, and they have a short focus period and get bored easily (Faisal, 2015). Because young learners get bored more easily, it is recommended that teachers make learning interesting and fun (Slatery & Willis, 2001). In addition, young learners will be more interested if what they learn relates to them and their environment (Harmer, 2001). So, the teacher here must know the characteristics of students first, in order to determine the appropriate teaching strategy according to the level of the students.

Currently, English has become a popular language in the world, even in Indonesia. Indonesia is one of the countries in the world that uses English as a foreign language (EFL) (Alfia et al., 2020; Octaberlina & Muslimin, 2020). Many elementary schools in Indonesia teach English to their students, even some schools start teaching it from grade 1, but there are also some schools that start from grade 4 at the elementary school level. In urban areas, most primary schools teach English starting from grade 1, especially in private schools (non-government) status. In fact, it is common thing for kindergartens in urban areas to introduce English to their students. It is appropriate to teach English from an early age (Sukarno, 2008). This is supported by the age when children are in their golden age, where they can learn any language because the brains of young learners are still flexible (Ratminingsih et al., 2021 and Sukarno, 2008). This is also supported by Piaget's opinion on children's cognitive development which stated that children are active learners and thinkers (Immordino-Yang et al., 2018). Initially, during the implementation of 2006 curriculum (KTSP), English was taught in elementary schools from grade 4 to grade 5 as a compulsory subject.

However, since the implementation of the 2013 curriculum, English is placed as an extracurricular, not a compulsory subject in elementary schools. However, English subjects are still allowed to be taught contextually.

In Bali, the majority of elementary schools still include English as a subject. This is due to the high demand for English competence at a young age and also Bali as an international tourist destination (Artini, 2017). However, the policy does not always work well, many concerns arise because there is no standard English language for elementary schools. In addition, many English teachers in primary schools do not have the appropriate competencies to teach English. Most teachers who are responsible for teaching English in primary schools do not seem to have special qualifications to teach English to young learners (Listyariani, 2019). This made problems because they will definitely be confused and have difficulty teaching English because they don't have an English educational background. This is in line with the discovery of a homeroom teacher who does not have an English educational background but is required to teach English. This made the teacher confused about what material to teach and what strategies to use. This can also have a bad impact, unqualified English teachers may cause the low quality of EFL teaching in Indonesia (Soepriyatna, 2016).

Research on the perception and Implementation of English learning for young learners has been widely carried out. Ibrahim (2016) conducted research to find out how the implementation of pedagogical content knowledge from English teachers. The results of the study showed that, although all teachers have many years of experience in teaching, they still have limitations in adapting learning to student characteristics. In addition, this study showed that teachers still need to



improve their pedagogical content knowledge. Another study was conducted by Padmadewi, Nitiasih, and Artini (2009) which is about TEYL combined with local culture in Bali with the title *“Model Konseptual Pembelajaran Bahasa Inggris Berbasis Budaya Untuk Sekolah Dasar Di Bali.”* The data analysis generated a conceptual English learning model that contains a set of competency standards, a set of basic competencies, approaches and methods/strategies of English teaching and learning, a list of themes/ materials, as well as assessments. Other research conducted by (Agustini et al., 2019) was about the teachers’ perception and classroom practice of constructivism values in primary schools in Badung regency. The result of this study showed that the teachers had strong perceptions and the implementation of constructivism values was in the low categorization. The study concluded that the relationship between teachers’ perception and classroom practice of constructivism values was inconsistent. However, there are not many studies that investigate the perceptions and implementation of English teachers who do not have English education qualifications on pedagogical content knowledge. Utami (2021) has conducted research on this topic, but the data collection only uses the interview method, so it is still needed research that investigates this topic more, thorough mix-method. This research will be conducted in Tabanan Regency, which is one of the regency in Bali. This research was conducted in the Tabanan Regency because several schools in the Tabanan Regency still teach English to their students, but many teachers who teach English do not have an English educational background. Yusmalinda et al (2020) have conducted research on this topic, which is the same in the PCK aspect, but it is not specified in the qualifications of the teacher,

whether the teacher has an English educational background or not. So, this research will be conducted more specifically to teachers who do not have an English educational background. Thus, the purpose of this research is to examine the topic of how the perception and implementation of primary school English teachers in Tabanan regency who do not have English education qualifications regarding Pedagogical Content Knowledge and how the consistency of those result through mixed-method.

### **1.2 Problem Identification**

Based on the explanation of the research background, some problems will be summarized into two main points. The first is that not many have researched the Pedagogical Content Knowledge (PCK) possessed by English teachers who do not have the academic qualifications of English Education more comprehensive used mixed method. Second, there are not many studies that emphasize the perception and implementation which is more specific to English teachers who do not have the academic qualifications of English Education in Tabanan Regency.

### **1.3. Research Scope and limitation**

The limitation of the problem in this study is to analyzing the perception and implementation of English teachers at the elementary school level in Tabanan regency about Pedagogical Content Knowledge in English learning for young learners and the comparison between the result of the teachers' perception and implementation. There are two aspects of Pedagogical Content Knowledge as the

focus of this research, namely Content Knowledge (CK) and Pedagogical Knowledge (PK).

#### **1.4 Research Questions**

Based on the research background above, the formulation of the research question is:

1. What is the perception of primary school English teachers who do not have English Educational qualifications about Pedagogical Content Knowledge (PCK) on English learning for young learners in Tabanan regency?
2. How is the implementation of Pedagogical Content Knowledge in English learning for young learners by primary school English teachers who do not have English Educational qualifications in Tabanan regency?
3. How is the comparison between teachers' perception and implementation of teaching English for young learners in primary school in Tabanan regency?

#### **1.5 Research Objectives**

This research has several objectives in order to describe about:

1. The perception of primary school English teachers who do not have English Educational qualifications about Pedagogical Content Knowledge (PCK) on English learning for young learners in Tabanan regency.

2. The implementation of Pedagogical Content Knowledge in English learning for young learners by primary school English teachers who do not have English Educational qualifications in Tabanan regency.
3. The Comparison between teachers' perception and implementation of teaching English for young learners in primary school in Tabanan regency.

