

CHAPTER I

INTRODUCTION

1.1 Research Background

A teacher has an important role in educating the younger generation to face the future. Therefore, it is very important for a teacher to have and master the principles of teaching and have knowledge of learning materials, or it usually called as Pedagogical Content Knowledge (PCK). Pedagogical Content Knowledge was first introduced by Shulman (1986). Pedagogical Content Knowledge is knowledge that is owned and developed by a teacher from time to time through experience on how to teach the subject matter in a certain way to improve student's understanding (Purwianingsih, Rustaman, and Redjeki., 2010).

Another opinion about PCK was also conveyed by (Utami, Sinyta Dewi, and Permata Dewi., 2020) who stated that pedagogical content knowledge refers to a combination of knowledge about subject content and teaching methods that are tailored to the level of student learning. There are 3 main aspects of pedagogical content knowledge that must be possessed by teachers, namely knowledge of subject matter, knowledge of student characteristics, and knowledge of learning strategies (Shulman, 1986). Subject matter knowledge is related to the teacher's ability regarding language awareness and language proficiency (Andrews, 2001). Knowledge about student characteristics is related to the teacher's ability to understand the different student characters. Meanwhile, knowledge about strategy is related to the method used by the teacher to adjust the course of learning in class according to the characteristics

of students so that learning objectives can be achieved. Therefore, pedagogical content knowledge is very important for teachers to master and develop in the learning process.

In teaching English, each level of students has a different way of teaching. Ways and styles in teaching English to adults and young learner are different. (Cameron, 2001) stated that the characteristics of young learners are different from those of adult learners. Where, young learners have short attention, but have high curiosity. In this case, the teacher's knowledge about student's characteristics and teacher's knowledge in teaching English to young learners is very important because it can help the teacher to determine the right teaching strategy. Learning strategy itself is a method that includes planning, implementation, and assessment that aims to achieve goals from learning objectives (Asrori, 2013). Because of that, the teachers should master pedagogical knowledge, and have English educational background (Anggreni, Utami, and Dewi., 2020). Also, the teachers should have a balance between perception and implementation in teaching English to young learners (Giri, Artini, and Padmadewi., 2018).

In Indonesia, there are many subjects that must be mastered by students, one of that is English. Currently, there is a phenomenon where English, which is a foreign language, is becoming very popular. In Indonesia, many elementary schools have started teaching English to their students. This can be seen from elementary schools in Indonesia which are located in urban areas, where some elementary schools, even kindergarten students have been taught to use English. Other than that, we can see that the school with non-government status also

teach English to their students in an early age. The reason for teaching foreign language, especially English from an early age, is because children's absorption and memory are still functioning well, so the process of absorbing a language will be faster. This opinion is also supported by Piaget, where Piaget believes that children's learners are active thinkers (Immordino-Yang, Darling-Hammond, and Krone., 2018).

Other phenomenon that occurs related to learning English at elementary school in Indonesia, and that was the curriculum. So far, Indonesian government has set a policy that English is a compulsory subject only at the high school and university level, and is not a compulsory subject for elementary school students. In the 2013 curriculum, English is also designated as an extracurricular at the elementary level (Arif, 2015). However, English subjects in Bali have started to be taught at elementary level. The government has also issued a policy that English subjects can be given at all levels of education, including at the elementary level in Bali. This happens because Bali is well-known as a tourism object in international level, that cause a high demand from the public to communicate fluently in English. However, this policy raises concerns because there is no national standard for English subjects at the elementary level. This also causes the teachers confused about determining the materials and strategies in teaching English at the elementary level.

There is one more phenomenon related to English subjects, especially in Bali. The phenomenon that occurs is a phenomenon where the teacher does not master English well. The focus here is there are still English teachers on elementary schools in Bali who do not have an English educational. In previous

study, it was also found that there were homeroom teachers who taught English but did not have an English Education background. This can have an impact on the syllabus, lesson plans, and strategies used by teachers that are not in accordance with the needs of students. Therefore, we need teachers with an English educational background, who already have the basics of mastering English profusely, in order to provide a good education for students, especially young learners.

Teachers who teach English but do not have qualifications from an English Education background will have a bad impact on students. The low quality of EFL teaching in Indonesia, may be caused by English teachers who do not have qualifications from an English Education background (Soepriyatna, 2012). This will be closely related to pedagogical content knowledge because teachers with strong pedagogical content knowledge can understand how to choose certain teaching materials and techniques based on the characteristics of their students. The phenomenon of non-English education teachers teaching English is interesting because English teachers ideally know how to teach English.

Until now, research on learning English for young learners about teacher's perception and implementation in teaching has been carried out. Ibrahim, 2016 has conducted research on subject knowledge, teaching strategies, and students' conceptual knowledge. The results showed that each teacher has advantages and disadvantages in teaching skills and also knowledge about identifying students' conceptions even though they have years of experience as English teachers. In addition, (Agustini, Artini, and Padmadewi., 2019) conducted a study on

teacher perceptions and classroom practices about constructivism values in elementary schools in Badung Regency. The results of this study indicate that teachers have a strong perception and the application of constructivism values is in the low category. It can be concluded that the relationship between teacher perceptions and classroom practice of constructivism values is inconsistent. Another study was conducted by (Rohmat, Suryana, and Respati., 2021) on the perception of elementary school children's teachers towards online learning. The results shown are the perceptions of elementary school children's teachers showing poor results on online learning.

Several previous researchers have also raised the topic of perceptions and the implementation of English teachers in terms of pedagogical content knowledge. However, no one has compared the perceptions and implementation of English teachers who do not have English education qualifications regarding pedagogical content knowledge. (Utami, 2022) has conducted research on this topic, but the data collection only uses the interview method so that research is still needed explores this topic with a more thorough method. Therefore, the purpose of this research is to examine the topic of how the perception and implementation of English teachers who do not have English education qualifications regarding pedagogical content knowledge through mixed-method in Denpasar City. The reason for doing this research in Denpasar is because in Denpasar there are many elementary schools that teach English, but the teachers do not have English Educational Background.

1.2 Problem Identification

Several previous researchers have also raised the topic of perceptions and practices of English teachers in terms of pedagogical content knowledge. However, no one has compared the perceptions and practices of English teachers who do not have English education qualifications regarding pedagogical content knowledge through mixed-method. Therefore, the purpose of this research is to examine the topic of how the perception and implementation of English teachers who do not have English education qualifications regarding pedagogical content knowledge through mixed-method research.

1.3 Research Scope and Limitation

The limitation of the problem in this study is related to the perception and implementation of English teachers at elementary school level in Denpasar about pedagogical content knowledge for teaching English to young learners and how is the comparison between the result of teachers' perception and implementation about pedagogical content knowledge for teaching English to young learners. There are 2 components of pedagogical content knowledge as the focus of this research, namely content knowledge that include language awareness, and language proficiency, and the second components is pedagogical knowledge that includes knowledge about curriculum, lesson plan, teaching strategy, student's characteristics, and assessment.

1.4 Research Question

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

1. What is the perception of English teachers who do not have English Language Education qualifications at the elementary school level in Denpasar about pedagogical content knowledge in English learning for young learners?
2. How is the implementation of pedagogical content knowledge in English learning for young learners by elementary school English teachers in Denpasar?
3. How is the comparison between elementary school English teachers' perception and implementation in English learning for young learners in Denpasar?

1.5 Research Objectives

Based on the formulation of the problem above, there are three objectives of this study in order to describe about:

1. The perception of elementary school English teachers who do not have English Educational qualifications about pedagogical content knowledge in English learning for young learners in Denpasar.
2. The implementation of pedagogical content knowledge in English learning for young learners by elementary school English teachers in Denpasar who do not have English Educational qualification.

3. The comparison between teachers' perception and implementation of teaching English for young learners in elementary school in Denpasar.

