

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

Pedagogical Content Knowledge (PCK) is one part that affects the student learning process. In the world of education, the concept of PCK is not a new thing. According to Kultsum (2017), PCK was introduced by Shulman in 1998. As a teacher, having a good understanding of PCK is very important because PCK is an initial picture of the teacher in developing strategies and the quality of their teaching. Besides, PCK is the knowledge of subject teachers about content and how to teach the content to the students. Kultsum (2017), teachers' pedagogical and professional skills are inherent in the PCK. Therefore, English teachers must have the PCK to make a learning process and deliver material creatively. According to Kultsum (2017), Pedagogical Content combination of two component namely Content Knowledge (CK) and Pedagogical Knowledge (PK). According to Andrews (2021) Content Knowledge (CK) components are divided into two dimensions such as 1) Language Awareness, 2) Language Proficiency. According to Ratminingsih (2020) Pedagogical Knowledge (PK) divided into five dimensions such as 1) Knowledge about Curriculum Development, 2) Knowledge about the characteristics of young learners, 3) Knowledge about lesson plan, 4) The use of learning strategies for young learners and 5) Knowledge about assessment.

Teaching English to elementary students is essential because Bali is an international tourist destination. The teachers must understand that teaching

English to adults and young learners is different. According to Cameron (2001), young learners and adult has a different characteristic. In this case, knowledge of characteristic of student is very important for teacher. Therefore, we need teachers who can teach English well to students. However, in Bali, there are still English teachers with non-qualified English educational backgrounds (Lokita & Utami, 2022). To teach English, homeroom teachers with non-English educational backgrounds are usually asked to switch to teaching English for students. Therefore, teachers often feel confused about the material to be taught and what techniques are used in teaching English, the syllabus used is also not adapted to the needs of students but only obtained from the internet. Teachers with non- English education background that still teaching English will hurt students. According to Soepriyatna (2016), the low quality of EFL teaching in Indonesia may be caused by English teachers who do not have qualifications from an English Education background. This will be closely related to pedagogical content because teachers with strong PCK 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.

English teachers with English educational qualification backgrounds have an important role in elementary students. In general English teachers with an English educational qualification background must be able to carry out learning PCK well. Therefore, English teachers must have the good PCK to carry out the learning process and convey material creatively. Therefore, knowing of

PCK is very helpful for teachers to organize classes. In research conducted by Haryanto, Mukminin, Murboyono, Muazza, and Ekatina (2016) on student perceptions taught by teachers with an English education background, it was stated that 53% of students agreed that teachers had been able to carry out classroom learning well. A lot of research has been done on PCK and perception and implementation of English Teachers. The first is research conducted by Kultsum (2017) which is about PCK in Indonesia. The result is shown that PCK in Indonesia still needs to be improved, and the role of the government is also expected in maintaining the quality of teachers. The second, research from Utari et al (2021) has research on the consistency of perception and implementation which states that the results of the study show that PCK is not per the teacher's perception, where the result explains the teacher implementation is very low and the perception is very high on PCK. Besides that, there are still many English teachers with a non-English education background. In a study conducted at one of the schools in Jembrana, the English teacher with non-English educational qualification background only used a method based on the LKS in the teaching and learning process where students only recorded what was taught by the teacher (Utari et al., 2021). Research from Anggarani (2007), stated about problems teachers with non-English educational qualifications teaching English at the elementary level which stated that found that English teachers with non-English education qualifications have problems in linguistics and non-linguistics. Linguistic problems encountered such as vocabulary, language style, and intonation. Meanwhile, the non-linguistic problems faced were inexperienced teachers, unmotivated students, difficult materials, and

inappropriate teaching methods. Therefore, that qualification is not a guarantee for teachers in understanding PCK.

As discussed above many previous studies have also raised the topic of perceptions and implementation of English teachers in terms of PCK. However, no one has compared the perceptions and implementation of English teachers with non-English education qualifications regarding pedagogic content knowledge. The study by Lokita & Utami (2022) has researched this topic, but the data collection only uses the interview method. So, this research is still needed to explore this topic with a more thorough method. Thus, the purpose of this research is to examine the topic of how the perception and implementation of English teachers with non-English education background regarding pedagogic content knowledge through mixed-method research.

To determine the perception and implementation of English teachers with non-English educational background on PCK in Jembrana Regency. Therefore, this research needs to be done on the perception and implementation of an English teachers with a non-English educational background to find out how the perception and implementation of a teachers with non-English educational background about PCK so that, the next research can be carried out. To strengthen the research, it is also necessary to conduct research consistency perception and implementation of English teachers with non-English educational backgrounds on PCK in Jembrana Regency. This research is part and a continuation of the previous umbrella which conducted all districts in Bali. Therefore, Jembrana was selected as the preferred choice due to the aforementioned reasons.

## 1.2 Problem Identification

Based on the explanation of the background of the problem, in this case, there are two main points of the problem. First, not many researched the PCK possessed by English teachers with non-English educational background, especially in Jembrana Regency. Second, there are still many studies that have not conducted research that emphasizes the implementation of English teachers with non-English educational background of PCK.

## 1.3 Scope of the Research

The limitation of the problem in this study is related to how the perception of English teachers with a non-English educational background at the elementary school in Jembrana Regency about PCK in learning English for young learners and how to implementation of PCK in learning English at a young learner by elementary English teachers with non-English qualifications in Jembrana Regency. There are 2 components of knowledge of pedagogic content as the focus of this research, namely Content Knowledge and Pedagogical Knowledge. Therefore, both components are divided into seven dimensions of knowledge about the pedagogical content of young learners' English learning, such as 1) Language Awareness, 2) Language Proficiency, 3) Knowledge about Curriculum Development, 4) Knowledge about the characteristics of young learners, 5) Knowledge about lesson plan, 6) The use of learning strategies for young learners and 7) Knowledge about assessment.



#### 1.4 Research Questions

Based on the research background above, there are the research questions of the research:

1. What is the perception of English teachers with non-English education background at the Elementary School level in Jembrana Regency about pedagogical content knowledge in English learning for young learners?
2. How is the implementation of pedagogical content knowledge on English learning for young learners by English elementary school teachers with non-English education background in Jembrana Regency?
3. How is the consistency between teachers' perception and implementation of pedagogical content knowledge on English learning for young learners by English elementary school teachers with non-English education background in Jembrana Regency?

#### 1.5 Research Objectives

Based on the research question above, there are the research objectives of the research:

1. To describe the perception of English elementary school teachers with non-English educational background in Jembrana Regency on pedagogic content knowledge in English learning for young learners.
2. To find out the implementation of pedagogic content knowledge on English learning for the young learner by English elementary school teachers with non-English educational background in Jembrana Regency.
3. To find out the consistency between teachers' perception and implementation of pedagogical content knowledge on English learning for young learners by

English elementary school teachers with non-English education background  
in Jembrana Regency.

