

# CHAPTER 1

## INTRODUCTION

### 1.1 Research Background

To improve the quality of education, the first thing that must be considered is the educators themselves. A good teacher must have and be able to apply pedagogical content knowledge in teaching and learning process. According to Shulman (1987) pedagogical content knowledge is a combination of content and pedagogy to explain learning topics, problems, and good selection strategies in the teaching process. Teachers must have a good pedagogical content knowledge because teachers need to conduct analysis and evaluation, combine lessons with the current context and situation, connect information with their knowledge, and overcome previous problems by taking solutions for subsequent learning (Guerrero 2014). Therefore, making decisions in each step of learning based on the quality of the pedagogical content knowledge possessed by the teacher.

Pedagogical content Knowledge greatly affects the learning process of children because the learning process of children and adults is different. According to Scott and Lisbeth (1992) children have the following characteristics: first children have a high level of curiosity, second children have a certain point of view on an object, third children easily believe what is said in the form of real words to refer to an object, Children also have less shyness than adults so they are more open when learning in the classroom. According to Fajarina (2017) children also have a short focus of no more than 90 minutes in learning. In contrast to adults who have independent characteristics, have experience and knowledge, have self-esteem so they have little willingness to ask questions and try to not to create a negative impression on others, and have their opinions so that they are able to sort out which one is good and which one is bad (Kapur, 2015). Therefore, the design of English learning needs to be adapted to the characteristics of the child.

Early age is the right age to teach children English as a second language considering that children are easier to absorb information, have good memory and are able to pronounce well until close to the original when children are newborn to 10 years old (Ghasemi & Hashemi, 2011). This age can be said to be the golden age for learning English, but this is not in accordance with the state of the majority of elementary schools in Indonesia. In Indonesia itself, English lessons for elementary school are not mandatory subjects. According to Nisa (2020) English subjects in Indonesia are not mandatory subjects but only as local content. Most elementary schools in Indonesia start teaching English when they are in grade 4, but some elementary schools have taught English since grade 1. According to Supriyanti (2012), the earlier children are taught English, the more optimal the results will be. Therefore, the Indonesian government should make English a compulsory subject since children are in grade 1 of elementary school. Not only about government policies, the ability of teacher must also be considered as input for children so that they are able to produce maximum output. Whatever class students receive English lessons, it will not be a problem if the teacher who teaches has PCK and able to apply it well.

Teachers who have been properly certified in teaching English must be able to carry out learning well based on PCK. Based on a study conducted by Haryanto, Mukminin, Murboyono, Muazza and Ekatina (2016) on the perception of students who are taught by teachers who have been certified worthy as English teachers, the study proves 53% of students agree that teachers have been able to manage learning in the classroom starting from planning learning, implementing, providing assessments, to evaluating learning which has taken place. On the other hand, there have been many studies examining the perception and implementation of PCK on qualified English teacher in elementary schools in Bali. Research on the perception and implementation of PCK for primary school teachers in Bangli (Megayanti, Utami & Dewi, 2021), consistency of perception and implementation of PCK for primary school teachers in

Buleleng (Virgianti, Utami & Dewi, 2020), the same research on consistency of perception and implementation of PCK Elementary school teachers in Gianyar (Dewi, Utami & Dewi 2020) have proven that teachers' perceptions and implementations of PCK are not appropriate. The results of the study show that there is an inconsistency between perceptions and teacher implementation of PCK, where these results show that even though teachers have been certified, the implementation of PCK in the learning process is still lacking.

Not only teachers who have been certified as English teachers, teachers who are not certified worthy as English teachers also need to be considered. Previously there has been a study conducted by Roslina, et al. (2017) prove that non-certified English teachers are better able to apply PCK in the learning process. This is evidenced by the way the teacher presents the material to students, chooses learning media according to the student's characteristics, and the way the teacher establishes good communication so that it can motivate students in the learning process. In contrast, another study conducted by Parr (2020) on non-certified English teachers showed that the level of teacher knowledge of the curriculum, lesson content, and application of pedagogy was in the poor category, where this data was collected from quantitative methods. Then, the data collected through qualitative methods noted that there are several things that still need to be considered, the first is that the teacher is too fixated on the government curriculum so that it makes learning design less attractive, the second teacher seems to lack knowledge of how to design learning to suit the characteristics of students. In the classroom, the last one is that the teacher seems to have limitations in establishing communication so that the learning atmosphere in the classroom becomes less interactive. It can be concluded that qualification is not a guarantee of a teacher's competence in carrying out his duties, based on the results of the study.

To find out how the teacher's PCK is applied in the learning process in the classroom, further research is still needed considering that this topic is rarely studied. Previous research

has analyzed the perception and implementation of PCK for English teachers but not with English teachers who are not graduates of English education in Bali. Research on teachers who are not graduates of English education is a new and important thing to do because teachers from English education only show inconsistent results between perceptions and implementation of PCK. Research on non-qualified English teachers needs to be conducted more to ensure teacher quality assurance for PCK. Of course this will affect the process and results of children's English learning. Previously there had been research on the perception and implementation of teachers who were not graduates of English education but only used the interview method (Utami, 2022) so that their credibility is still questionable. Therefore, to get more accurate results, this study will use a mixed method so that the results are difficult to refute.

To find out the application of teacher PCK in the classroom, this study will analyze the perception of non-qualified English teachers in Klungkung regency. Teachers' perceptions of PCK are important to study because the data collected will later determine the next process in the research. Another important aspect to be investigated in order to find out how teachers implement PCK is how teachers implement PCK. The application of PCK cannot be judged solely on the perception of teachers because perceptions can change at any time, so to ensure the level of data accuracy, it is necessary to analyze the implementation of non-qualified English teachers in Klungkung regency. The purpose of this study is to find out more detailed results about the perception, implementation and the consistency of teachers who are not graduates of English education using mixed methods so as to get more accurate results in Klungkung Regency.

## **1.2 Problem Identification**

Based on the research background, several problems can be taken that will be the focus of the research. The problems to be taken will be classified into two main focus points.

First, there has no much research on the pedagogical content knowledge possessed by non-qualified English teachers and how it is applied in classroom learning so far. The second is related to research methods. Until now, research related to the topic of PCK has only used interviews, and not many studies have emphasized the teacher's perception and implementation.

### **1.3 Scope of the Research**

To solve problems in research, there are several problem limitations that are the focus of research. The problem limitation in this research relates to the knowledge of non-qualified English teachers for young learners on PCK and how non-qualified English teachers for young learners implement PCK in the learning process at the elementary school in Klungkung regency. Pedagogical content knowledge has a broad scope in relation to the learning process, so the focus of this research is the three components of PCK those are, knowledge of content or subject matter, knowledge of student characteristics, and knowledge of learning strategies.

### **1.4 Research Questions**

Based on the background that has been explained, the following are the questions that will be analyzed and solved in the study. Questions are structured to achieve the objectives of the study. The questions in the research are as follows:

1. How is the perception of non-qualified English teachers Education at the elementary school level in Klungkung regency about pedagogical content knowledge for young learner's English learning?
2. How is the implementation of pedagogical content knowledge of non-qualified English teacher for young learners at elementary school in Klungkung regency?

3. How is the consistency between teachers' perception and its implementation of pedagogical content knowledge for young learners at elementary school in Klungkung regency?

### **1.5 Research Objectives**

Based on the research problem above, the objectives of this study are as follows:

1. To describe the perception of non-qualified English teacher for young learners at elementary school in Klungkung regency on pedagogical content knowledge.
2. To observe the implementation of pedagogical content knowledge of non-qualified English teacher for young learners at elementary schools in Klungkung regency.
3. To know the consistency between teachers' perception and its implementation of pedagogical content knowledge at elementary school in Klungkung regency.

### **1.6 Research Significance**

#### **1.6.1 Theoretical Significance**

The results of this research are expected to be able to provide knowledge to readers about the importance of pedagogical content knowledge in the learning process. In addition, the results of this study are expected to be able to enrich information for readers about how non-qualified English teachers perceive pedagogical content knowledge, how teachers implement it in teaching elementary school students, and see how the consistency between perceptions and implementation, especially elementary school teachers in Klungkung regency.

#### **1.6.2 Practical Significance**

This research is expected to be able to provide practical significance that can be used as a reference in the learning process in the future. This research is also expected to be able to provide inspiration to teachers in elementary schools on how to carry out the learning

process based on pedagogical content knowledge, and also to direct learning to be more effective and efficient



