

CHAPTER I

INTRODUCTION

This chapter presents research background, problem identification, research scope and limitation, research question, research objectives, and research significance of this study.

1.1. Research Background

Foreign language learning in Indonesia has become a core interest by the people since a long ago. In Indonesia, English is one of the most widely taught foreign language among others. It remains as the first foreign language taught in Indonesia. In addition to this, estimated by Crystal (2003), more than 100 countries in the world make use of English as their foreign language. This is because English is spoken world widely and served as an international language. Setyaningsih & Kurniasih (2007) argue that English is learnt by people around the world either in formal or informal educational institutions. This situation also happens in Indonesia. The existence of English in formal educations, ranging from primary school, junior high school, senior high school to university level. The subject of English as a foreign language for most of the education levels has already been attached to their curriculum and taught by the English teacher. It implies that the seriousness of Indonesian government towards English learning is worth appreciated.

Looking at which level is the best to begin learning English is on the early age. Early age in this case is those children who study in primary schools. The

significance of English learning in primary school stands on the benefits of early age language teaching for the students. (Padmadewi, Nitiasih, and Artini (2009) stated that, the perfect time for learning a foreign language is at early age. This statement is in accordance with the statement by Ratminingsih, Mahadewi, and Divayana (2018) which claimed that learners will have better acquisition to the language as they are younger. The foundation of a simple oral communication skill is firstly given in the early age to further acquire other skills of communication, such as writing. This indicates that learning a foreign language in this case English from an early age is important as they do not use the language in daily communication.

Seeing such importance of English language learning, this needs a special attention to cope with the problem happened in some formal primary schools in Indonesia. English is not inserted as the main subject instead as a compulsory subject. This rises two crucial matters. Firstly, the primary school runs English as their school subject under their authority. Whether or not they include English subject in the curriculum is up to them. This obviously affected to situation that if English is taught, the school would need an English teacher. This then rises a second problem. Most of the English teachers of the school embedded English to their curriculum having insufficient English teaching background as they graduated from Primary Teacher Education Program. They do not have enough exposure in English teaching. It means that the English teaching is taught by non-English education graduate teachers. Thus, the English materials are not well transferred to the students. This implies that teachers are having a little basic

knowledge of pedagogical knowledge in teaching English prior to their educational background.

Pedagogical knowledge is the specific kind of content knowledge that includes the characteristics of content most important to its teachability (Shulman, 1986). It addresses that pedagogical knowledge contains a fundamental knowledge for teachers in supporting the teaching process aside from the subjects. In addition, Shulman (1986) said further that pedagogical topic knowledge consists of various aspects, including subject matter knowledge, learners' conception, and instructional methodologies. Kultsum (2017) also added a similar idea. He explained that pedagogical content knowledge henceforth PCK is the combination of teacher's teaching ability knowledge and the subject matter they teach. According to Shulman (1986), subject matter knowledge regards language awareness, knowledge about language (the aspects of grammar, pronunciation, vocabulary, etc) and language proficiency. A teacher must be well-possessed to these two things as the basis for content teaching. Hence, it needs to take into consideration for a teacher, in this case, the English teacher, to acquire good knowledge about good PCK.

Without sufficient knowledge of good PCK, it causes several impacts. Hanawati (2014) in her research found that English teachers count on English textbook in teaching English to their students as there are no standard curriculum to guide their teaching process. They estimated that textbook can substitute the curriculum because it has information, theme, the objective of teaching, materials, and exercise. Another similar finding also proposed by Utari et al. (2021). She

confirmed that an English teacher in a primary school in Jembrana, Bali relied on students' worksheet book and just applied a lecturing method in teaching English to their students. The teacher only asked students to take a note of the vocabularies list inserted in the textbook. When in fact, the contextual learning atmosphere is needed to better acquire the language (Padmadewi et al., 2009).

There have been many studies conducted concerning pedagogical content knowledge about teaching English to young learners. Most of the studies researched about teacher's perception and teacher's implementation toward pedagogical content knowledge in teaching English in primary schools. It is found that teachers have sufficient knowledge about PCK but they do not really implement it as it should be. This means that there is inconsistency between teacher's perception and teacher's implementation. This phenomenon mostly happened to homeroom teachers who teach English. As covered by most previous researchers, such phenomenon caused by lack of guidance to support teachers in teaching.

Therefore, this study intends to help homeroom teacher of fourth grade in SD Negeri 1 Suwug to cope with their English teaching by providing a pedagogical content knowledge based electronic module. The e-module contained pedagogical knowledge or knowledge to teaching and subject matter or the material the teachers would teach. The chosen school was based on two criteria, a) the school applies English language subject in its curriculum, it does not have English education background teachers.

1.2. Problem Identification

Based on the explanation on the research background, the various problems appeared on English learning that should not become the restriction to continue teaching English on fourth grade of SD Negeri 1 Suwug. By providing supporting teaching guidance in the form of electronic module for the homeroom teacher of fourth grade in SD Negeri 1 Suwug, it was hoped that they could be able to provide and deliver useful material to students in the classroom.

1.3. Research Scope and Limitation

This study took place in SD Negeri 1 Suwug in Buleleng regency, that included English subject in their curriculum. The researcher provided the homeroom teacher of fourth grade students an e-module for the teacher as guidance to teach English. The e-module was based on pedagogical content knowledge (PCK) theory from Shulman (1986), that was about the subject matter and the ways it was taught.

1.4. Research Questions

Based on the research problem mentioned above, the researcher constructs two research questions as follows:

- 1.4.1.** How was the procedure to develop e-module for homeroom teacher of fourth grade in SD Negeri 1 Suwug?
- 1.4.2.** How was the quality of the developed e-module for homeroom teacher of fourth grade in SD Negeri 1 Suwug?

1.5. Research Objectives

- 1.1.** General objective

The general objective of this study was to create a pedagogical content knowledge (PCK) -based e-module that could assist homeroom teacher of fourth grade in SD Negeri 1 Suwug in improving their knowledge of teaching English through appropriate strategies and activities in the class.

1.2. Specific objective

The specific objective of this study was to determine the quality of the developed pedagogical content knowledge (PCK)-based e-module in assisting homeroom teacher of fourth grade in SD Negeri 1 Suwug.

1.6. Research Significance

The theory applied in this study was supported by the research background, research problem, and research questions. This research had significance both theoretically and practically.

1.6.1. Theoretical Significance

The theoretical significance of this study was expected to help homeroom teacher of fourth grade in SD Negeri 1 Suwug in the process of preparing, implementing, and developing English material through the use of the e-pedagogical content knowledge module.

1.6.2. Practical Significance

The result of this study would assist homeroom teacher of fourth grade in SD Negeri 1 Suwug in improving her pedagogical content knowledge in teaching English.

1.7. Assumption and limitation of the product

The content of this research was the development of an electronic pedagogical content knowledge module for homeroom teacher of fourth grade in SD Negeri 1 Suwug. This module was used to help teacher as they create, adapt, and implement activities in the classroom. In this module, there were material, steps and guidance that were arranged to support teaching and learning process. Here were some assumptions and limitations regarding the product being developed:

1.7.1. This product was designed only for homeroom teacher of fourth grade in SD Negeri 1 Suwug.

1.7.2. The content of the product was adapted from the English handbook provided by Kemendikbud for the curriculum of Merdeka for grade 4.

1.8. Research Novelty

This current research carried out a problem of teaching English by homeroom teacher of fourth grade in SD Negeri 1 Suwug. Therefore, a product in form of electronic pedagogical content knowledge module for homeroom teacher of fourth grade in SD Negeri 1 Suwug was presented.

