

# CHAPTER 1

## INTRODUCTION

### 1.1 Background

English teaching in Indonesia has become one of the main focuses in the school curriculum. Therefore, primary school is one of the levels of education that teaches English. As stated by Padmadewi, Nititah, and Artini (2009), the benefits students gain from teaching foreign languages at an early age determine the importance of learning English in primary school. That statement is supported by Ratminingsih, Mahadewi, and Divayana (2018) stated that the earlier students become accustomed to the language, the better their acquisition. Participants are taught basic oral skills at an early age, and they then learn other communication skills such as writing skills. Because English lesson materials are very important in everyday life, it is important for elementary school children to learn English from an early age. As Sepyanda (2017) In every aspect of our lives in the world there are many English terms that are used. In connection with this, the various aspects of English, i.e. speaking well, memorizing words and grammatical arrangements, would be available to students when learning English at school.

In Indonesia primary school, English may have been inserted in the school curriculum from primary school. Learning English in elementary schools in Indonesia, students who receive English lessons are students in grades 4 to 6. In fact, teachers who teach English in elementary schools grades 4 to grade 6 are teachers who are not majoring in English. Teachers who do not graduate from English education do not have a good and correct way of teaching English and the fact that its teaching still needs to be evaluated is somehow showcased that the effectiveness is yet to be reached. This is why English is taught by teachers who don't have a basic English language. Finally, the material is not delivered well to students, especially in certain primary schools. As is the fact in Indonesia, there are hardly any schools with English teacher allocations. because teachers do not have enough basic pedagogical knowledge to teach English subjects without the educational background they have. As

described by Shulman (1986), pedagogical knowledge is a type of knowledge of special content that covers the characteristics of the content that are most important to the teacher's ability to teach. In other words, pedagogic knowledge includes the basic knowledge that a teacher needs to help a teacher teach a subject in a particular field. Shulmann (1986) also states that many things exist in the ability to know pedagogical topics such as knowledge of the subject matter, understanding of the concepts behind the lesson The combination of knowledge about the teaching ability of a teacher and the material taught is a defense of the PCK itself, according to Kutlsum. (2017). According to Shulman (1986), knowledge of English subjects consists of some language awareness, knowledge of languages such as grammar, pronunciation, vocabulary, and English-speaking skills. Teachers must have the same material as the basic teaching content. The basic content of teaching is very important to a teacher. Therefore, as a teacher, especially English teacher, it is very keen to acquire knowledge about good and correct pedagogical content knowledge (PCK). This is because the PCK is very important in the process of a subject, especially the learning of English taught in primary schools. Teachers who are not good at English also need to understand about the learning module of English in the primary school that is based according to PCK.

## **1.2 Problem identifications**

The inability of the teacher to provide material that matches the ability of the student is a common problem in learning English in the classroom. We realize that the ability of students at each class level is different, so the material has to be tailored to the student's ability. The diversity of students' abilities is a challenge for teachers to apply the principles of good and correct learning. English modules should be provided where they can help teachers provide useful material to their students in the classroom. Rahayu (2021) stated that although many problems arose, they should not be an obstacle to continuing to teach English in primary school. Besides, education brings us to the modern era. In an era of globalization almost everyone has a smartphone, therefore the existence of an English language module that can be used online is imperative for teachers to help students learn English anywhere and anytime every day.

### 1.3 Research limitations

Electronic Manufacturing Modules based on the presentation of pedagogical content are limited research, where this research is specific to primary school teachers who teach in the Buleleng Regency as previously identified. The purpose of this research to know how effective and efficient the electronic modules are in terms of providing a creative way of teaching that matches the teachers' pedagogical abilities in the field of primary English.

### 1.4 Research questions

1. How to develop an E-Module based on PCK for unqualified English teachers 's primary schools of Buleleng Regency?
2. How is the quality of developing the electronic module of pedagogical content knowledge for unqualified English teachers in Buleleng primary school?

### 1.5 Research Objectives

#### 1. General objective

Helping class teachers in primary school in teaching English according to the knowledge of the pedagogical content that exists on the electronic modules and proper teaching learning activities are the main objectives of this research. It is hoped through Electronics This module is conducive and fun in the classroom, so that students are able to absorb what is taught by the teacher that is English

#### 2. Specific objective

After this electronic module is completed then, the researchers would test this module to the elementary school class teacher at the time of teaching the English lessons in class. It is to know and prove to the effectiveness of this electronic module in its role as a reference material and teacher guide each teaching English language in class, this is a specific purpose of this research.



## **1.6 Significance of Research**

In this study, the theoretical and practical importance of this research would be supported by research issues, research backgrounds, and research questions.

### **1.6.1 Theoretical significant**

Teachers would be assisted with this e-module product, where teachers can prepare, implement, and modify English language material that matches the e-modules that match the pedagogical knowledge content in the English language learning process in the classroom. It is a significant theory of this E-modul. Teacher easily teaches English in class and is fun for students.

### **1.6.2 Practical significant**

The practical significance of this study is that the results of this research would help English teachers in primary schools in improving their understanding of the pedagogical content related to English teaching.

## **1.7 Specification of Product.**

This research would make a product that is an electronic module based on the knowledge of pedagogical content for teachers of English in primary school. The purpose of this module is nothing other than to guide, assist and reference teachers in creating, changing, and implementing English curriculum in the primary school.

## **1.8 Assumption and Limitation of Product**

There is purpose this initiative is to create a knowledge module for English language teachers in primary schools. Through this module, teachers are expected to be able to create, modify, and implement activities in the classroom. This product being developed has some assumptions and limitations:

1. This product is intended for primary school teachers who do not have English qualifications but teach English lessons in primary schools.
2. A handbook or textbook that corresponds to the curriculum, namely the 2013 Curriculum for Grades 5 and 6 and the Merdeka Curriculum for Grade 4 set by the Kemendikbud to be used and play an important role in developing this product.

