

CHAPTER I

INTRODUCTION

This chapter entails the information related with the background of the research, problem identification, research limitations, research questions, research objectives, the significances of the research, the assumption and limitation of the product, as well as the definition of key terms.

1.1 Background of the research.

English is a language that is spoken globally and considered as the international language with its countless numbers of speakers in the world. This idea is in line to what is argued by Crystal (1997) that a language can holds its status as a global language when it is accepted by other countries and adapted to their communities. Furthermore, Crystal also explained two factors which contribute to mark English as the world-wide language that is the historical-geographical and socio-cultural. Both historical and geographically, English has expanded trough almost every continent in the world since the early nineteenth century that it grew and blended with the society. Latter, it blends with the society and communities in settlements and therefore relied as the bridge of areas in life such as economic, education, politics etc, as cited on Crystal (1997). Because of its vast involvement in various aspects, learning English (whether as the second or foreign language) is a must for the society. Thus, English learning has adopted to school curriculum.

Teaching English from the very early age brings many advantages to the learners, as being bilingual has benefits for communication, culture, cognition, character, curriculum, and career, according to Baker (2002: 12). Learning foreign language in such age is also considered to be more effective (Padmadewi, Nitiasih, and Artini 2009) Learning language competency, which in this case is English helps build a good foundation in progressing to the further level, because This in line with the theory of interactionist language acquisition, according to the interactionist perspective, as our desire to communicate leads to the development of one language skills, the target audience for one communication will determine how one uses language. Children are also said to be in a "golden period" when they can acquire anything with ease (Sukarno, 2008). In line with that, to help children reach their full potential, early childhood education fosters their physical, cognitive, mental, social, and linguistic development (Nurhadi, 2012). This implies that how well and how soon children learn

new things will be greatly influenced by the environment in which they grow up and it is closely linked to the idea of learning English since the very early age. Moreover, the given of English language at the very young age will affect children language ability as a whole (Nguyen & Terry, 2017; Rusiana & Nuraeningsih, 2016)

English as foreign language has also adopted in Indonesia school curriculum from the very basic level, that is the primary school. The rationale behind the inclusion of English in the primary school is based on Keputusan Menteri Pendidikan dan Kebudayaan Tahun 1967 that explains the insertion of English as the supplementary lesson in the primary school. Hence, English has been introduced from the primary level of schooling. This leads to a fact that most primary public schools in Indonesia offers English teaching since the grade four until grade six. Despite of that, its teaching still encounters many adversities. Firstly, since the changing of the curriculum in primary school, English is longer become an obligatory subject to be taught in school but only serves as optional subjects. This causes the insufficient numbers of English major graduate teachers to fill the role in teaching English for primary school students since Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 349/P/2022 did not allocate formations for the English major graduates to apply as school teacher with civil servant status, and resulting in many of the competent English major graduates feel demotivated to teach in primary school. Because of the inadequate numbers of qualified English teacher available in a school, it forces the non-English teacher to teach the subject with insufficient pedagogical content knowledge to the students. Such thing cannot be accepted since teaching English, regardless of its level are required to have competency to teach the subject, especially those who are involved in teaching younger students in primary school. This argument is supported by Habibi & Sofwan (2015) who explained that teachers who are qualified to teach their expertise are likely to have opportunity to develop their knowledge at the very best level. It suggests that English teachers who does not have the knowledge on how to teach the subject are prone to stray far from the teaching process since the competency is missing from their qualifications, not to mention if English major was not their background. Thus, this can cause the learning process becomes ineffective and meaningless if the teacher does not possess the proper both pedagogical content knowledge of the lesson one taught.

The knowledge of both pedagogical and subject matter is an obligation for every teacher regardless of the lesson one teaches, especially an English teacher (Shulman, 1986; Magnusson, Krajcik, & Borko, 1999). Pedagogical and subject knowledge comprehends the knowledge for the teacher on how to teach the students and the lesson content one teaches. In

line with this explanation, Shulman (1986) added that pedagogical knowledge is the specific kind of content knowledge that includes the characteristics of content most important to its teachability. Later, to make Shulman's original model more in line with a constructivist approach to teaching and learning, Cochran, DeRuiter, and King (1993) made revisions. They provided a description of a model of pedagogical content knowledge (PCK) that is the outcome of the fusion of four key elements, namely: subject matter knowledge, pedagogical knowledge, adaptive learning strategies knowledge, awareness of the teaching environment situation. In addition, Kutlsum (2017) explained that pedagogical content knowledge (PCK) is the combination between the knowledge of a teacher's teaching abilities and the subject matter taught. Subject matter knowledge in English language learning according to Shulman (1986), comprises language awareness, knowledge about the language (grammar, pronunciation, vocabulary, etc), and also language proficiency. Teachers need to possess such things as the basis for content teaching. Therefore, pedagogical knowledge and subject matter knowledge is extremely crucial in assisting the teaching process in the classroom. Hence, gaining a sufficient mastery over the pedagogical content knowledge for a teacher is a must. It can be done in certain ways such as joining teacher training, seminar and browsing literatures. In addition, since nowadays the development of technology has massively progressed, teachers are encouraged to adapt in their teaching by not only depending on conventional paper-based learning material but also must shifted into technological side. One of the practical examples of this is by employing material from a module. By having versatility in term of how teacher learns and teach, regardless of what subject they expert on, is a good way to start developing qualification.

In Bali itself, English is given not from the lowest grade but starting from the grade four to the grade six. But due to the national regulation, English is also no longer adopted as the compulsory subject, local subject or extracurricular (Kaltsum 2016) Hence, many schools no longer putting English on their priorities when it comes to learning so that not all schools attach English in their curriculum. By that, the availability of qualified English teachers in school are absent and many homeroom teachers take the position as the English teacher and do the teaching with no proper qualification at all, causing the learning process quality to be less effective and meaningful. This is very contrary on the argument that teaching strategy is what contributes the most in achieving the learning success (Ratminingsih, et al 2022) Moreover, the effectiveness of teaching is crucial

in education since it has a big impact on how well learners understand when teachers are unskilled (Menuey 2014) Subsequently, having unqualified teacher with lack of teaching knowledge is hard to improve the learning process so that the objectives would not be achieved (Intaraparich 2013) One of the examples of this issue can be seen in SD Negeri 1 Suwug. The preliminary study was conducted and it found out that the non-English teacher conducted the English lesson. From the 4th to the 6th grade, the teacher takes over the subject with only Primary School Teacher Education degree, and with no English teaching nor English major experiences. Without proper qualification and the support of adequate teaching resource it impossible to avoid insignificant teaching process. This phenomenon has significantly been happening for years, causing the proper practise of English teaching in this school to be missing since the teachers have no adequate set of skills and knowledge in teaching the English lesson there. However, albeit there is no qualified teacher for the subject, the school does not lack in learning resources. For instance, mandatory English books are provided by the library to be given for the students. The only and most apparent problem is there is no teacher possess the pedagogical content knowledge to transfer the knowledge from the book nor the general subject matter knowledge for the students. Given this, it is such a waste of resource as well that no teacher can directs the English content from the school resource.

Apart of adhering the information gathered from the preliminary study, the establishment of this research is also the result of the earlier studies whose concern were on the field of pedagogical content knowledge. One of them is a study by Utami (2021) entitled “Inquiring English Teachers with Non-English Educational Backgrounds in Bali: Do They Know How to Teach English?” This study offered a glimpse of insights from non-English teachers on how they delivered the English lesson in the classroom, the obstacles, and surely the availability of formal teacher training the had on the related field. These teacher, as a matter of fact, did not know how to using the target language while teaching, providing student centered

activities, and harnessing engaging lesson media. Second study, by Yuri (2020) which discovered that three different primary school teachers in Jembrana did not have consistent perception and implementation in teaching the English lesson since qualifications of English teaching and English major background were missing. Thus, they had lack of experience in teaching English as well as losing clue on how appropriately give suitable media to the learning. Benefit from two earlier studies concerning on the loss of pedagogical content knowledge of non-English teacher, the author establishes this research in order to take part in continuation of earlier studies as well as providing resolution on the concern of the pedagogical content knowledge loss of the non-English teacher in teaching the English lesson.

As the result, this study focuses on the development of electronic pedagogical content module as a meant to support the second semester of fifth grade non-English teacher in SDN 1 Suwug in conducting the English teaching. The product will utilise the current trend of technological content that suitable for the deeds of education such as the use of clickable links that connects to external resource including online videos and English songs and gamified lesson material. The product also features additional instructions, activities, exercises and reflections that are based on the compulsory book from the school.

1.2 Problem Identification

Unavailability of English teacher allocations in primary school due to the regulation established cause numerous non-English teachers to occupied the teaching and conducted it improperly. Thus, insufficient knowledge of the pedagogical knowledge for an English language teacher is a very serious problematic situation for the educational process.

One of the closest studies of this matter is the one conducted by Utami (2021) entitled “Inquiring English Teachers with Non-English Educational Backgrounds in Bali: Do They Know How to Teach English?” In this study 4 non- English teachers were interviewed regarding to the experience of English teaching they possessed, the adversities they faced, and the professional development disposition nature. It turns out that these

teachers encountered difficulties in English competency and school support. Moreover, the discovery shows that these non-English teachers found it hard to teach with English, preparing supportive and interesting media, as well as having less knowledge to design student-centred activities. They also lacking of experience in attending formal professional development program and finding suitable material for their personal requirements. Another similar research established by Virgianti (2020) revealed that teachers encountered some difficulties teaching English in the classroom that ranged from difficulty in using the target language in writing and speaking, designing learning activities to facilitated the students' characteristics, picking the appropriate media learning resources that suit the need of learning.

Therefore, this study is made to accomplishes the needs of the 5th grade non-English teacher in primary school to have proper pedagogical content knowledge by providing a study product in a form of e-module. The rationale behind the selection of 5th grade teacher is because the average public schools in Bali begins to give English as an subject in the grade 4,5 and 6. Thus, our research has distributed into these grades, and this study specifically concentrates on developing electronic pedagogical content module for second semester of 5th grade.

1.3 Research Scope and Limitations

One of the primary schools in Buleleng would be chosen as the setting of this study that is SDN 1 Suwug. Therefore, the researcher would develop an e-module which includes the pedagogical content knowledge element that would be given to the non-English teacher in that school. The presence of the electronic module will supplement the Kemdikbud Kurikulum Merdeka-based English book for grade 5. Moreover, the teacher would be assigned as the judge who his/her feedbacks are used as the evaluation of the research product developed after conducting a try out teaching session with the module.

1.4 Research Questions

Based on the study rationale presented above, it can be concluded that the research questions would be defined as follows:

1. How is the procedure of the pedagogical content knowledge-based guidance electronic module developed for the unqualified teacher of fifth grade 2nd semester students of SD Negeri 1 Suwug?
2. How is the quality of the pedagogical content knowledge - based guidance electronic electronic module development for the unqualified teacher of fifth grade 2nd semester students of SD Negeri 1 Suwug?
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1.5 Research Objectives

The research objectives of this study were divided into two categories. The first is the general objectives of the study and specific objectives of the study, that is explained below:

1. **General Objectives:**

Developing the pedagogical content knowledge-based guidance electronic module developed for the unqualified teacher of fifth grade 2nd semester students of SD Negeri 1 Suwug is the general objective of this study. Latter, the developed electronic module is expected to aid the teacher in conducting the classroom teaching with proper teaching methods, approach and related media.

2. **Specific Objectives:**

The finished electronic module later would be used and evaluate by the unqualified teacher as the judge and therefore it is become the specific objective of this study to assess the quality of the electronic module for second semester of fifth grade non-English teacher primary school in Buleleng.

1.6 Research Significances

This study offered two research significances regarding to its establishment. It was divided into two, namely the theoretical and practical significances.

1. **Theoretical Significances**

The discoveries of this study were expected to be able to fulfil the needs of additional learning and research reference regarding to the development of electronic module in the

future time, especially in the area of pedagogical content knowledge. Moreover, the writer also hoped this study could give valuable information on the development and the efficacy of the electronic module for an unqualified English teacher in Buleleng.

2. **Practical Significances**

Since the aim of the study was to develop a pedagogical content knowledge based electronic module for an unqualified teacher in a primary school, then it was apparent that this study expected to be used as a handful guidance for the teacher whose possessed no pedagogical content knowledge to teach in English in primary school. Not just that, the practicality of this study product and findings could also be applied to support the available English learning material for the primary schools.

1.7 Assumption and Limitation of the Product

The following is a description of the research's end result: Making a pedagogical content knowledge -based guidance for unqualified English teacher of primary school was the outcome of this study. The purpose of the E- module was to support teachers as they create, adapt, and implement English curriculum. The content of this study was the development of an electronic pedagogical content knowledge module for primary school non-English teacher. This module is used to assists teacher as one creates, adapts, and implements activities in the classroom. In this module, there are steps and guidance that are arranged for primary school non-English teachers. As for some assumptions and limitations regarding the product being developed

1. This product was designed only for primary school English teachers.
2. This product development would be adapted from the English handbook provided by Kemendikbud. Merdeka Belajar Curriculum for grade 4, and 2013 Curriculum for grade 5 and