

# **CHAPTER I**

## **INTRODUCTION**

Chapter I outlines the research background, problem identifications, scope of the study, research questions, research objectives, research significances and definition of key terms.

### **1.1 Research Background**

In this era English becomes important to learn for students. English has a big role in students' society in future. English is used as a tool to communicate with people around the world. Broadly, English has an important role in many aspects of society. Coleman (2010) has stated that some roles of English in the community such as allowing someone to have wider job opportunities, conducting international collaborations, accessing research and information, and conducting international mobility of tourists, workers, or students.

The roles of English that have been stated by Coleman, (2010) previously was inseparable from its status as an international language, which is a language that allows one people to communicate with others who do not speak in the same mother tongue. Huda (2000) states that there are five factors that make English an international language, namely: (1) the internal linguistic features, (2) the large number of speakers, (3) the geographical distribution of its speakers, (4) the important role in various fields such as politics, international diplomacy, economics and business, science and technology, and culture, and (5) users are from countries that currently dominate world affairs economically, politically, and culturally. These factors are considered as valid for the special status of English in

Indonesia. Lauder (2008) adds important functions of English in Indonesia, those are (1) as a means of international communication in almost all aspects of life, (2) as a medium for accessing new scientific and technological knowledge, (3) as vocabulary sources for the development and modernization of Indonesia and (4) as a way to get acquainted with native speakers of English, their language, culture and literature, or (5) as a means to gain knowledge from others. Through considering various roles and functions of English, learning English is considered as very important. Learning English as early as possible is recommended because it can provide the best results.

However, the most recent national curriculum in Indonesia, the 2013 curriculum have eliminates English lessons as local content lessons in elementary schools. Initially when the 2006 Curriculum (KTSP) was implemented in Indonesia, English subjects were still included in the primary school curriculum as local content taught in public elementary schools ranging from grades 4 to 6. While in 2013 Curriculum, the government did not incorporate English subjects as local content in the curriculum which means English subjects are not required to be taught in schools. Nevertheless, schools may include English in their curriculum is considered important. The most obvious example is elementary schools in Bali Island as an international tourist destination. The majority of elementary schools in Bali still include English as a subject matter. This is because English is considered important to facilitate them in finding work, especially in tourism. Elementary schools that still provide English to students in accordance with school management policies. This policy relates to special requests from parents to start introducing English to children from the start or the needs of the communities where students live in tourism areas that require them to be able to speak English.

The problem arising from the elimination of English in Primary schools from the 2013 Curriculum is the absence of national standards (in terms of instructional sets). Actually, in teaching English for young learners, there are several principles or concepts that are standardized throughout the world, for example in terms of teaching principles, choice of materials, assessment, etc. The absence of English subjects in the national curriculum makes some elementary schools that still offer English to their students to make their own policies based on management policies at the school. Thus, many of these schools employ *Pendidikan Guru Sekolah Dasar* graduate teachers but do not have sufficient background knowledge about English. Most of the teachers who are responsible for teaching English in some elementary schools do not seem to have sufficient qualifications to teach English for early childhood students (Listyariani, 2019). In fact, early childhood students have special characteristics and needs for learning English. Therefore, need teaching approaches that are appropriate to the characteristics of early childhood learners.

Listyariani (2019) mentioned an example of a school in Jembrana District, Bali. This school still provides English for students because the headmaster wants to prepare students to study in junior high school. Moreover, because of this school does not have a teacher with an English education background; the headmaster gives this responsibility to the homeroom teacher. Learning instructions (syllabus and lesson plans) are downloaded from the internet without adjusting to the needs of students.

Actually, when teachers realize the characteristics and needs of students they can make learning instructions and implement them well in class, so students can develop their competencies fully. Teachers should have knowledge of pedagogic content or what is known as PCK (Pedagogical Content Knowledge) (Shulman, 1986; Magnusson, Krajcik, &Borko,



1999). Pedagogical Content Knowledge is a combination of teacher knowledge about lesson content and about how to teach that content. The approach to teaching English for young students is different from the approach to teach English for adult students. Shulman (1986) states several aspects of pedagogical content knowledge such as the representation of knowledge related to subject matter knowledge, the concept of learners (learners' conception), and teaching strategies (instructional strategies). In English lessons referred to as subject matter knowledge or content knowledge is language awareness, knowledge of languages such as grammar, pronunciation, vocabulary etc. and language proficiency, language mastery that is proficient in speaking and writing in English (Andrews, 2001)

Teaching English for young learners or known as TEYL (Teaching English for Young Learners) is a relatively new field of Teaching English as a foreign language or TEFL (Teaching English as a Foreign Language) developed in the last two decades (Padmadewi, Nitiasih and Artini, 2009). The concept has stated that foreign language learning is more effective if it's started earlier, so that it could be as major factor in the emergence of TEYL (Padmadewi, et al, 2009). Padmadewi, et al (2009) also stated that the TEYL trend has developed widely, especially in countries that were use English as a foreign language and Indonesia is one of them. Unfortunately, there is no significant innovation in teaching English in public elementary schools, especially in Bali. English subjects are still taught in the same way as teaching English to middle school students. Padmadewi, et al (2009) argues that learning activities are still dominated by teacher explanations that refer to textbooks or worksheets which are usually the only source of learning in schools. Whereas in learning languages, students are required to be able to master languages, not only to learn languages. Therefore, the teacher must give them the opportunity to learn language contextually. The

use of textbooks or worksheets as the only source of learning does not provide them with sufficient contextual learning.

English competence is very important to learn in the first stage because at this stage, the foundation of learning English is built. It means that the Basic English which students have in the first stage of learning will influence language learning in the next stages. Errors that may occur due to deviations during the learning process will be carried throughout life (Padmadewi, et al, 2009). In this connection, many important factors must be prepared in teaching English for young learners. Research studies on TEYL have been carried out. This research study emphasizes the use of media (Aini, 2013), teaching English through a good learning environment (Putra, 2015; Artini, 2017), teacher knowledge and the challenges of language teaching (Arikan, 2015; Rahayu, 2016), the use of games (Rusiana&Nuraeningsih, 2016) as well as teacher teaching perceptions and practices (Listyariani, 2019). However, many previous studies have found how teachers' perceptions about the way they teach or pedagogical knowledge and what they do in class. But not much emphasizes the consistency between teachers' perceptions and practices in terms of pedagogical content knowledge namely knowledge of English subjects and knowledge of how to teach English for young learners. Furthermore, research on perceptions and practices of English Teachers in terms of pedagogical content of English learning at the elementary level needs to be done. A person's perception will affect his attitude about something and how they behave. Unfortunately, the relationship between perception and practice is not always directly proportional (Utami, 2018). It is possible that the teacher has a positive perception of an English learning concept but does not practice it in class. Therefore, it is very important to know the perceptions and

practices English teachers in elementary schools. This research has examined this issue by involving elementary school English teachers in Denpasar, Bali.

As we know, we are moving to 21st century era in which AACTE (Association of Colleges of Teacher Education) in cooperation with P21 (Partnership for 21st Century Skill) in 2010 stated that academic content that needs to be emphasized in 21st century learning are: 1) Global Sensitivity, where the need for concern for global issues, other countries and their culture. 2) Literacy in economics, politics and business, where learners need to know how important the role of economy in the community so that it can make choices if faced in the situation. 3) Societal literacy, in this case as a student must know the science of society in order to later become a human being able to live side by side with the community. And 4) Environmental Literacy, in this case the knowledge of the environment is emphasized because in the future there will be many challenges related to environmental issues. Because of that, conducting pedagogical content knowledge is needed to cope the academic content in 21st century learning.

## **1.2 Problem Identification**

Based on the explanation in the research background, some problems could be summarized in three major points. The first English have been removed from the standard national in primary school. Since it is erased English is not become a compulsory subject to learn in the school. The second is many primary English teachers' does not have qualification to teach English. It needs to be considered that teachers need to have proper and suitable qualification to teach a subject. The third is research to date observed teachers' lack of



knowledge but not much emphasis on the consistency between teachers' perceptions and practices in terms of pedagogical content knowledge.

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

The researcher limits the problem that is only related to the teachers' perceptions and its implementation toward pedagogical content knowledge in teaching English for young learners in primary school in Denpasar and the consistency between. There are 3 components of pedagogical content knowledge as the focus of this study namely the knowledge of subject matter, the knowledge of learning characteristics of young learners, and the use of teaching strategies for young learners.

### **1.4 Research Questions**

Due to the research problems, the research question constructed to achieve the objective of this research. The question as follows:

1. What are the perceptions of Primary School English teachers in Denpasar about pedagogical content knowledge of teaching English for Young Learners?
2. How is the implementation of pedagogical content knowledge of teaching English for young learners by primary school English teachers in Denpasar?
3. How is the consistency between the perception and implementation of pedagogical content knowledge in teaching English for young learners by English primary school teachers in Denpasar?

## **1.5 Research Objectives**

Related to the research problem, the aim of this research is drawn as follows:

1. To describe English teacher perceptions toward pedagogical content knowledge of teaching English for Young Learner by English Primary School in Denpasar.
2. To observe the implementation of pedagogical content knowledge of teaching English for Young Learner by English Primary School in Denpasar.
3. To analyze the consistency between the perceptions and implementation of pedagogical content knowledge of teaching English for Young Learner by English Primary School in Denpasar.

## **1.6 Research Significances**

The results of this research are expected to give positive contribution in terms of theoretical and practical significance.

### **1.6.1 Theoretical Significance**

This research is expected to give information about the perceptions and implementation of English teacher's in primary school in teaching English for young learners toward pedagogical content knowledge.

### **1.6.2 Practical significance**

#### **a. Teachers**

The result of this research is expected to enrich teachers' knowledge mainly about concept of pedagogical content knowledge in teaching young learners.



b. Students

The result of this research is expected to make the students enjoy in learning English in the class. Then, the students are more knowledgeable by the use of strategies and approach that used by the teacher in the classroom.

c. Other Researchers

The results of this study can be used by the other researchers as references/citations when conducting a similar study in the other places to make the results become reliable.

## **1.7 Definition of Key Terms**

### **1.7.1 Theoretical Significance**

#### **A. Perception**

Perception is the act of perceiving, opinions, beliefs, attitudes, and judgments toward something around the environment (Jannah, 2019).

#### **B. Pedagogical Content Knowledge**

Pedagogical content knowledge is the integration between content knowledge and pedagogical knowledge of teachers in delivering subject matter based on ability and interest of learners (Kultsum, 2017).

### **1.7.2 Operational Definition**

#### **A. Perception**

Perception is the act of perceiving, opinions, beliefs, attitudes, and judgments conducting by English teacher toward something in their surrounding in Elementary School in Denpasar.

## B. Pedagogical Content Knowledge

Pedagogical content knowledge is the integration between content knowledge and pedagogical knowledge of teachers in delivering English content by English teacher in Elementary School in Denpasar.

