

**THE ANALYSIS OF PERCEPTIONS AND IMPLEMENTATION OF
PEDAGOGICAL CONTENT KNOWLEDGE OF TEACHING ENGLISH TO YOUNG
LEARNERS BY ENGLISH PRIMARY SCHOOL TEACHERS IN KLUNGKUNG**

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Abstrak

Penelitian ini bertujuan untuk menganalisis persepsi dan implementasi Pengetahuan Konten Pedagogis (PCK) dalam pengajaran Bahasa Inggris kepada siswa muda oleh Guru Sekolah Dasar Bahasa Inggris di Klungkung. Desain penelitian adalah desain campuran yang ditafsirkan dominan secara kualitatif. Subjek penelitian adalah tiga Guru Sekolah Dasar Bahasa Inggris yang berbeda di Klungkung. Hasil penelitian menunjukkan bahwa ada kesenjangan antara persepsi guru dan implementasi pengetahuan konten pedagogis. Hasil akhir dari persepsi guru dikategorikan tinggi dan memenuhi syarat kuat, yaitu pada interval $3,3335 \leq M \leq 4,0005$. Sementara itu, hasil akhir dari implementasi guru dikategorikan sangat rendah dan memenuhi syarat sangat lemah, yaitu pada interval $0,33 \leq M \leq 7,41$. Beberapa tantangan ditemukan sebagai penyebab implementasi PCK yang sangat lemah. Selain itu, kesadaran guru bahasa Inggris untuk meningkatkan kualitas praktik mereka terkait PCK pada pengajaran Bahasa Inggris kepada pelajar muda perlu ditingkatkan.

Kata Kunci: Persepsi, Implementasi, Pengetahuan Konten Pedagogis, Pembelajaran Muda



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Abstract

This research aimed at analyzing the perceptions and the implementation of Pedagogical Content Knowledge (PCK) of teaching English to young learners by English Primary School Teachers in Klungkung. The research design was embedded mixed method design which interpreted dominantly qualitative. The research subjects were three different English Primary School Teachers in Klungkung. The result showed that there were gaps between teachers' perceptions and implementation of pedagogical content knowledge. The final result of teachers' perceptions categorized as high and qualified as strong, which is in interval $3.3335 \leq M \leq 4.0005$. Meanwhile, the final result of teachers' implementation categorized as very low and qualified as very weak, which is in interval $0.33 \leq M \leq 7.41$. Some challenges were found as the causes of teachers' very weak implementation of PCK. Besides, English teachers' awareness to improve their practice quality regarding PCK of teaching English to young learners' needs improving.

Keyword: Perceptions, Implementation, Pedagogical Content Knowledge, Young Learners

