

CHAPTER I

INTRODUCTION

1.1 Research Background

English has a very important role in various aspects of life during this globalization era. Coleman (2010) said that English now has several roles in the society such as allowing someone to have wider job opportunities, conducting international collaborations, accessing research and information, and handling international mobility of tourists, workers, or students. Most countries in Asia also use English as the medium of instruction or make English as the second language after their national languages such as the Philippines, Singapore, and Malaysia. Besides, English is the most common communication tool used by the world and people refer to it as English is a global 'Lingua Franca', (Rore, 2019).

The role of English conveyed by Coleman (2010) was previously inseparable from its status as an international language, which is a language that allows one to communicate with others who are not speakers of the same mother tongue. Huda (2000) states that there are five factors that make English as an international language, namely: (1) the internal linguistic features, (2) the large number of speakers, (3) the geographical distribution of the speakers, (4) the important role in various fields such as politics, international diplomacy, economics and business, science and technology, and culture, and (5) the users are from countries that currently dominate world affairs economically, politically, and culturally. These factors are considered valid reasons for the special status of English in Indonesia. Dardjowijojo (2003) as quoted in Lauder (2008) adds important

functions of English in Indonesia, such (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 very important. Learning English as early as possible is recommended because it can provide the best results. This is in line with Piaget's theory of child development which states that children are active learners and thinkers. By teaching English as early as possible can make them master English much better. By being active thinkers, children will always imitate what they hear, and often surprisingly they are good at this. Doron (2013) says that children's ears are very sensitive and it helps them catch and duplicate the complicated sounds that adults and even teens they often hear. Regarding this, if we direct them by listening to good things such as listening English in early, then children can catch and try to talk about it smoothly and confidently in early too.

However, the most recent national curriculum in Indonesia, the 2013 curriculum, eliminates English lessons as local content lessons in elementary schools. Initially, when the 2006s Curriculum (KTSP) was implemented in Indonesia, English subjects were still included in the elementary school curriculum as local content taught starting from grades 4 to 6. While in the current curriculum, namely the 2013 curriculum, the government was 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 if contextually is considered important. The most obvious example is elementary schools in Bali which is as an international tourist destination. In majority, elementary schools in Bali still include English as a subject there. This is because English is considered important to learn to facilitate them in finding work, especially in tourism. The elementary schools that still provide English to students have to accordance with school management policies. This policy is related to special requests from parents to start introducing English to children from the early 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 Elementary schools from the 2013 curriculum is the absence of national standards (in terms of instructional sets) for English in elementary schools. The absence of English subjects in the national curriculum makes some elementary schools that still offer English to their students to make their policies based on management policies at the school. Actually, in teaching English to younger learners, some several principles or concepts are standardized throughout the world, for example in terms of teaching principles, choice of materials, assessment, etc. This knowledge is commonly learned by the students who learn about English instruction in English education department. Unfortunately, many of these schools employ Primary School Teacher Education (*Pendidikan Guru Sekolah Dasar in Indonesian Language as known as PGSD*) to teach English, who despite know about how to teach young learners, but, have insufficient background knowledge about English, (Yulia,2017). Most of the teachers who are responsible for teaching English in

some elementary schools do not seem to have special qualifications to teach English for younger learners (Listyariani, 2019). Younger learners have special characteristics and needs for learning English so they need teaching approaches that are matched to the characteristics of younger learners.

Listyariani (2019) mentions 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. Because this school does not have a teacher with an English education background, then the headmaster gives this responsibility to the homeroom teacher. Learning instructions (syllabus and lesson plans) are all 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; thus students can develop their competencies fully. Further, teachers should have PCK (Pedagogical Content Knowledge) (Shulman, 1986; Magnusson, Krajcik, & Borke, 1999). Pedagogical Content Knowledge is a combination of teacher knowledge about lesson content and knowledge about how to teach that content. The approach to teaching English for younger learners is different from the approach to teaching English for mature students. Shulman (1986) states several aspects of pedagogical content knowledge such as the representation of knowledge related to subjects (knowledge of subject matter), the concept of learners (learners' conception), and teaching strategies (instructional strategies). Knowledge of subject matter in English lessons referred to language awareness, knowledge of languages such as grammar, pronunciation, vocabulary, language

proficiency, and language mastery which is fluent in speaking and writing in English (Andrews, 2001).

Teaching English for young students 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 notion that states that foreign language learning is more effective if started early is a 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 use English as a foreign language and Indonesia is one of them. Unfortunately, there is no significant innovation in teaching English in elementary schools, especially in Klungkung. English subjects are still taught in the same way as teaching English to middle school students. Padmadewi, et al (2009) argue 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. Hence, the teachers must allow them 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 in the early stages is very important because, at this stage, the foundation of learning English is built. This means that the basic English that students have in the early stages of learning will influence language learning in the next stage. Here relates to the "topical knowledge" of children. Their English learning in the next stage, of course, requires topical knowledge, because from

this knowledge they would be able to connect their prior knowledge with something or a particular part that they will just learn, (Tuan, Mai, 2015). In connection with this, automatically, the level of their English at the previous level will affect them at the next level. If children are invited as early as possible to learn English, they will certainly have earlier knowledge as they begin to learn to construct words as early as possible and try to communicate them to new things, because topical knowledge has a performance effect on speaking (Bachman and Palmer 1996 in Tuan and Mai 2015). Further, errors that may occur due to deviations during the learning process will be carried throughout life (Padmadewi, et al, 2009). In this regard, many important factors must be prepared in teaching English to younger learners.

Many research studies on TEYL have been carried out. Those research emphasize the use of stories and books (Hughes 2010), the use of media (Aini, 2013), the value of animated stories (Yuldirim & Torun, 2014), 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), the use of songs on the development of vocabulary (Gulsum, Nergis, Enisa, 2018), teachers' understanding and their instructional practices on curriculum innovation in teaching English to young learners (Gursoy&Eken, 2018) and also teacher teaching perceptions and practices (Listyariani, 2019).

Some previous studies have found how teachers' perceptions about the way they teach / pedagogical content knowledge and what they do in class. However, little attention is given to the comparison between teachers' perceptions and

practices in terms of pedagogical content knowledge, i.e. knowledge of English subjects and knowledge of how to teach English to young students. Therefore, research on perceptions and practices of English teachers in terms of the pedagogical content knowledge of English learning at the elementary level needs to be done. People's perceptions will affect their attitude about something and how they act. Unfortunately, the relationship between perceptions and practice is not always directly proportional (Utami, 2018). It is possible that the teacher has a positive perceptions of an English learning concept but does not practice it in class. They may assume positively about English for children but it is inversely proportional to the reality in class. This positive view may not be realized when learning activities take place in the classroom. Therefore, it is very important to know the perceptions and practices of English teachers in elementary schools. This research will examine this issue by involving elementary school English teachers in several districts in Klungkung.

1.2 Problems Identification

By eliminating English from the Curriculum, then there is no national standard that regulates how English is taught in elementary schools. Besides, many English teachers in elementary schools do not have the qualifications or follow professional development for teachers in the field of teaching English to younger learners. Thus, many possibilities that can show many English teachers do not have sufficient knowledge of the pedagogical content knowledge of the early childhood English Language learning to teach English.

Also, previous studies have focused more on teachers' pedagogical content knowledge and how they are implemented in the classroom. Not much emphasizes on research in perceptions and practices viewed from aspects of pedagogical content. Whereas with the findings that many elementary school English teachers in Klungkung do not have English education qualifications, research on their perceptions and practices viewed from pedagogical content knowledge needs to be done. Thus, this research will enrich the findings of previous studies which only emphasize the pedagogical field.

1.3 Research Questions

Based on the background stated previously, the problems of this study were formulated as follows:

1. How is the perceptions of elementary school English teachers in Klungkung about pedagogical content knowledge of teaching English to the young learner in Klungkung?
2. How is the implementation of pedagogical content knowledge of teaching English to the young learner by elementary school English teachers in Klungkung?
3. How is the comparison between the perceptions and implementation of pedagogical content knowledge of teaching English to the young learner by elementary school English teachers in Klungkung?

1.4 Research Objectives

In conformity of the research questions, the general objective of this research is to identify perceptions and practices of English teachers in terms of the pedagogical content knowledge of English learning at the elementary level, while the sub-objectives are aimed to analyse:

1. The perceptions of Elementary School English teachers in Klungkung about pedagogical content knowledge of teaching English to the young learner.
2. The implementation of pedagogical content knowledge of teaching English to the young learner by Elementary School English teachers in Klungkung.
3. The comparison between the perceptions and implementation of pedagogical content knowledge of teaching English to the young learner by Elementary School English teachers in Klungkung.

1.5 Research Significant

1.5.1 Theoretical

Theoretically the results of this study are hoped to be able to add resources and enrich knowledge about teaching English in elementary schools, especially related to teacher perceptions about English in elementary schools and their implementation, as well as to provide information on comparing perceptions and knowledge implementation of pedagogical content knowledge in elementary schools in Klungkung.

1.5.2 Practical

Practically, the results of this study are expected to inspire other future studies in the field of teaching English in schools. Besides, this study can inspire elementary school English teachers to always improve knowledge and the quality of the implementation of the pedagogical knowledge content of the early childhood English Language learning in class.

1.6 The Definition of Key Terms

1.6.1 Theoretical Definition

1. Perceptions

Perceptions in psychology is the process of recognizing and interpreting sensory stimuli, (study.com, n.d.). This can occur because perceptions can come from the five senses, then encounter the process connected to reality and what is observed. Then, this perceptions comes as an interpretation of the sensory information obtained in the form of views. Later, these perceptions or views are used to respond to information from the environment.

2. Implementation

There are various definitions of implementation from the dictionary. The Cambridge dictionary stated that implementation is "the act of putting a plan into action or of starting to use something". This means that implementation served in the form of actions that can be carried out based on what was planned before. Besides, Merriam-Webster stated that the implementation is "the process of making something active or effective". With this, it means that implementation can be realized if people do things successfully.

3. Pedagogical Content Knowledge

PCK emphasizes how teachers relate their subject matter knowledge (what they know about what they teach) to their pedagogical knowledge (what they know about teaching, how their learners learn, and their learners' conceptions), (Ibrahim, 2016). Pedagogical content knowledge (PCK) is also an academic idea that symbolizes an idea in the belief that teaching needs far more than just giving students content knowledge (Loughran, Berry, Mulhall, 2012).

1.6.2 Practical Definition

1. Perceptions

The perceptions intended in this study underlines the views or understanding of pedagogical content knowledge in teaching English to young learners by Primary School English Teachers.

2. Implementation

The implementation expected in this study underlines the actions or practices of pedagogical content knowledge in teaching English to young learners by Primary School English Teachers.

3. Pedagogical Content Knowledge

Pedagogical content knowledge meant in this research act as a science that must be possessed by teachers and is expected to have consistency in using it as a view and practice on how teachers connect their subject matter knowledge with what they know about teaching and know-how their students learn about it.