

CHAPTER I

INTRODUCTION

This chapter consists the information of the research background, problem identification, research limitation, research questions, and objectives of the research, research significances, and the key terms of the research.

1.1 Research Background

The most significant language used by society is English. According to Crystal (2003) when a language develops a unique role that is acknowledged in every country, it reaches true global significance. Such a function will be most visible in nations where the language is spoken as a first language by a significant number of people. A language must be adopted by other countries throughout the world to reach this status. In 2022 statistical data, English still occupies the first position as the most widely spoken language. By 2022, English will be spoken by over 1.4 billion people (first and second language). Due to its status as an international language, English has emerged as the most important tool for international communication in this era of globalization. Many people believed that English would be the future spoken language. This made convincing arguments for involving English in the national learning curriculum, establishing its way for it to be known as "the initial foreign language," as Nababan (1991) put it (p. 120). English was designated as a foreign language and was the first to be taught in schools.

Considering the best age to start learning English is when students is on their young age. Here, young age refers to students in elementary school. The benefits of introducing students to a language at a young age make learning English in primary school so important. Botirova et al. (2020) stated that the difficulty of abstract concepts for young learners to understand is one of the reasons that teaching them requires teachers' attention. When teaching them, it's also important to create a productive learning environment where kids can interact and move around without feeling pressured. In order to further acquire other communication skills, like writing, the basics ability to communicate verbally is first taught at a young age. Given that they do not utilize the language for everyday communication, it is evident that learning a foreign language—in this case, English—at a young age is crucial.

Due to the significance of learning English, it requires further attention to address the issues that have arisen in certain Indonesian formal primary schools. English in Indonesia may have been incorporated into the school curriculum as early as primary school, but the fact that it's instructing remains to be reviewed suggests that its efficiency has yet to be realized. The primary subject that has been employed as a guide in developing curriculum in the young learner classroom, the goal of teaching in the elementary school, and the content that is taught in the elementary school and junior high school are all included in the decision that the ministry of national education made regarding the elementary curriculum with appendix 1 on February 25, 1993 (Nababan, 1993). However, based the MoEC Number 060/U/1993 decree, English was introduced in grades 4, 5, and 6 within the primary school curriculum.

Particularly in a few elementary schools in Indonesia, where English language teacher formations are limited, the number of teachers that are available in schools is only one way that teachers are constrained. Due to the fact that the Decree of The Minister of Education, Culture, Research and Technology of The Republic of Indonesia Number 349/P/2022 did not provide forms for students with English degrees graduates to apply as school teachers with civil servant position, many qualified English major graduates feel unmotivated to teach in primary schools. About 58% of primary English teachers in three provinces of Indonesia (Jakarta, West Java, and Banten) were found to have no English background and inadequate TEYL training, which may also be a contributing factor to the poor classroom practices. Furthermore, Diyanti et al. (2021) stated that the teachers' instruction was 'bookish' because they relied so heavily on textbooks and student worksheets because it was difficult to create original materials. The result of the inappropriate educational background of teachers who teach English in research settings causes pedagogical loss in teachers.

Teachers are additionally limited in their ability to develop the pedagogical content knowledge (PCK) and subject matter. Teachers' competencies are the category under which the PCK concept falls. According to Shulman (2004), PCK involves the teaching principles and techniques used in the organization and management of the classroom. The PCK also incorporates the teacher's understanding of student learning, assessment, and educational goals. In line with Kutlsum (2017), pedagogical content knowledge (PCK) combines an understanding of a teacher's instructional strategies and the subject matter they teach. As noted by Shulman (1986), subject knowledge in the study of the English language includes comprehension of language, understanding of

the language (grammar, pronunciation, vocabulary, etc.), and ability to speak the language. For the purpose of teaching content, teachers must have these things. Thus, learning about effective PCK is an essential capability for any teacher, within particular as an English teacher. A teacher must acquire sufficient understanding of the pedagogical content knowledge. It can be accomplished to do this in a few different ways, such as by enrolling in courses for teachers and conducting internet-based as well as offline searches for literature. Additionally, teachers are urged to evolve not only in the classroom but also in their own personal development, which involves looking for online resources. This is because modern technology development has advanced significantly.

Due to its alignment with the research's goals, SD Negeri 1 Suwug has been chosen as the study's concentrated school. The school is an ideal illustration of a situation where primary school teachers from non-English backgrounds are teaching English. The study is made more significant by the fact that these teachers also served as homeroom teachers. It is indicative of a larger problem in English education when homeroom teachers, especially those from non-English backgrounds, struggle to deliver lessons in the English language. The selection of SD Negeri 1 Suwug provides a strong framework for this study by representing the difficulties encountered in the classroom by teachers with no background in English education

According to some of these studies, E-Module Development is very appropriate for nowadays because it produces beneficial user results. Then, there has been just a few research in the development of E-Module, especially when it comes to topics related to pedagogical content knowledge. Therefore, the creation of an E-Module for primary school teachers who lack knowledge of English and teach English is a very appropriate convey for this study. The e-module being created will include a lot of features that will make it an interactive e-module. The topics to be covered are based on the English handbook for the second semester of grade 6 used in the school concerned.

1.2 Problem Identification

The issue that frequently arises when English is being covered in a classroom is the teacher's inability to deliver material that is appropriate for the abilities of the learners in the learning environment. Of course, we are aware that students at every

level of education has varying abilities, so this needs to be adjusted to their level of English learning. The teacher will be allowed deliver material that is suitable to the students' abilities by taking this issue into consideration, and students will be able to quickly comprehend the material provided based to what level they are currently occupying. Rahayu (2021) asserts that although there are a number of issues, they shouldn't prevent English instruction in elementary schools from going forward. It can serve as an outline for teachers to be able to provide beneficial material to students in the classroom by offering supporting materials like English modules. Modern day society has also been influenced by education. Students may acquire English whenever and wherever they want via the use of online, smartphone-applicable English modules.

Therefore, by offering a study product in the form of e-module, this study aims to fulfil the needs of 6 grade non-English primary school teachers by providing appropriate pedagogical and subject matter knowledge. The reason for conducting this research in accordance with the implementations Bali's public schools to start introducing English in grades 4, 5, and 6. These grades represent the distribution of our research team and this research specifically focuses on creating e-module for grade 6 teachers.

1.3 Research Scope and Limitation

The place where this study will be taken is at SD Negeri 1 Suwug. In order to provide the non-English teacher in that school with both pedagogical content knowledge and subject matter knowledge, the researcher would create an e-module. Additionally, the teacher will be designated as the judge, and the evaluation of the research product will be based on their comments.

1.4 Research Questions

According to the above-described study justification, it can be inferred that the following definitions would apply to the research questions:

1. How is the procedure for developing an electronic pedagogical content knowledge module for Buleleng's non-English sixth grade teachers?

2. How is the quality of the electronic pedagogical content knowledge module for the Buleleng primary school's non-English sixth grade teacher?

1.5 Research Objectives

1. The main goal of this study is to develop a content module on English pedagogical knowledge for sixth-grade non-English teachers. Later, the electronic module that was created is supposed to help the teacher conduct classroom instruction using the right strategies, approaches, and supporting materials.
2. Another objective of this study is to find out the quality by collecting teachers' response toward the electronic module.

1.6 Research Significances

There are two research implications offered by this study in relation to its foundation. It divides into two sections, which cover the theoretical significances and the practical significances.

1. Theoretical Significance

The findings of this study should be able to satisfy the demands for further education and research references in relation to the creation of electronic modules in the future, particularly in the areas of pedagogical content knowledge and subject matter knowledge. The author also hopes that this study will be useful in shedding light on the design and effectiveness of the electronic module for a non-English teacher in Buleleng.

2. Practical Significance

Due to the study's goal is to create an electronic module for a non-English teacher in a primary school, it appears that this research will serve as some guidance for teachers who lack the pedagogical and subject-matter expertise necessary to teach in English in that setting.

1.7 Assumption and Limitation of the Product

The outcome of the study is described as follows: The result of this study is the development of an e-pedagogical content knowledge module for English teachers in primary schools. The E-module's goal is to assist educators in developing, modifying, and implementing English curricula. The development of an electronic pedagogical content knowledge module for primary school non-English teachers is the focus of this study. Teachers can use this module to help them design, modify, and carry out activities in the classroom. The steps and instructions in this module are set up for primary school non-English teachers. Regarding some presumptions and restrictions in relation to the developing product:

1. Only English teachers in primary schools are intended users of this product.
2. The English guide that Kemendikbud provided for this product development will be modified. Merdeka Belajar Curriculum for grade 4 and 5, 2013 Curriculum for grade 6.

