CHAPTER I

INTRODUCTION

This chapter presents research background, problem identification, research scope and limitation, research question, research objectives, and research significance of this study.

1.1. Research Background

Foreign language education in Indonesia has long been a significant area of interest. English, as the predominant foreign language taught in the country, holds a central position in educational curricula. Crystal (2003) notes its global prevalence, with over 100 countries adopting English as a key language due to its international utility. This reflects Indonesia's alignment with global educational trends, emphasizing the importance of English proficiency for international communication and economic competitiveness.

Early childhood emerges as a critical period for language acquisition, particularly in primary education settings. Studies by Wahyuni, Yustisia, and Santoso (2015) highlight the cognitive advantages of early exposure to a foreign language, suggesting that foundational language skills developed during early education can facilitate more advanced linguistic competencies later on. This underscores the strategic advantage of introducing English at an early age in Indonesian primary schools to optimize language learning outcomes.

Despite these advantages, challenges persist within Indonesian primary schools where English is often treated as a mandatory rather than a core subject

(Rahayu & Hapsari, 2018). This administrative approach may undermine the development of comprehensive language skills among students, as English competencies are not consistently prioritized in curriculum planning and teacher training initiatives. Addressing this issue is crucial to ensuring that English education in primary schools aligns with global standards and meets the linguistic needs of students in a globalized world.

The issue becomes more pronounced as many primary school English teachers lack specialized training in language pedagogy, having graduated from general primary education programs (Sulistyorini & Anwar, 2017). This gap in pedagogical knowledge compromises the transmission of English language skills to students. Consequently, there is an urgent need to enhance teacher training programs to equip educators with the necessary pedagogical tools and strategies for teaching English in diverse classroom settings.

Pedagogical content knowledge (PCK), as articulated by Shulman (1986), is essential for educators, encompassing specialized knowledge required for teaching beyond subject matter expertise. Shulman's framework integrates subject knowledge with instructional strategies and understanding of student learning needs. Hill and Ball (2004) further expand on this concept, emphasizing the dynamic interplay between subject matter knowledge and pedagogical strategies that facilitate robust teaching practices.

Insufficient PCK among educators can lead to significant consequences. For instance, studies by Desyanti et al. (2018) reveal that Indonesian primary school English teachers often rely heavily on textbooks due to a lack of

standardized curriculum guidance. This finding underscores the need for structured curriculum frameworks to guide teaching practices.

This reliance on textbooks was similarly observed by Wibowo et al. (2020) in rural schools, where teachers predominantly used traditional lecturing methods and standardized exercises, neglecting interactive and communicative language learning approaches. This highlights the importance of fostering a more interactive and communicative learning environment to enhance language acquisition among students.

Research has extensively explored teachers' perceptions and implementations of PCK in teaching English to young learners, revealing a gap between perceived knowledge and actual classroom practice, particularly among homeroom teachers (Sarwiji et al., 2016). Addressing this gap requires supportive guidance and professional development opportunities to align teachers' perceptions with optimal classroom practices.

This study aims to address these challenges by developing an electronic module focused on PCK for fifth-grade homeroom teachers at SD Negeri 1 Suwug. The selected school meets two criteria: inclusion of English in its curriculum and the absence of teachers with formal English education backgrounds.

Therefore, this study aims to support fifth-grade homeroom teachers at SD Negeri 1 Suwug in enhancing their English teaching through the development of an electronic module based on pedagogical content knowledge. The e-module includes both pedagogical strategies and subject-specific content intended for classroom instruction. The selection of SD Negeri 1 Suwug was based on two

criteria: the inclusion of English in its curriculum and the absence of teachers with formal backgrounds in English education.

1.2. Problem Identification

Drawing from the research background, the challenges in English learning should not obstruct the ongoing teaching of English in the fifth grade at SD Negeri 1 Suwug. Providing supportive teaching resources through an electronic module for the fifth-grade homeroom teacher at SD Negeri 1 Suwug aims to enable them to present and convey meaningful material to students in the classroom.

1.3. Research Scope and Limitation

This study was conducted at SD Negeri 1 Suwug in Buleleng Regency, where English is part of the curriculum. The researcher supplied the fifth-grade homeroom teacher with an e-module to guide English instruction. This e-module was based on Shulman's (1986) pedagogical content knowledge (PCK) theory, which focuses on both the subject matter and the methods of teaching it.

1.4. Research Questions

Based on the research problem mentioned above, the researcher constructs two research questions as follows:

1.4.1. How was the procedure to develop e-module for homeroom teacher of fifth grade in SD Negeri 1 Suwug?

1.4.2. How was the quality of the developed e-module for homeroom teacher of fifth grade in SD Negeri 1 Suwug?

1.5.   Research Objectives

1.5.1. General objective

The primary aim of this study was to develop an e-module based on pedagogical content knowledge (PCK) to support fifth-grade homeroom teachers at SD Negeri 1 Suwug in enhancing their teaching knowledge of English through suitable strategies and classroom activities.

1.5.2. Specific objective

The specific aim of this study was to check the quality of the pedagogical content knowledge (PCK)-based e-module and how well it supported the fifth-grade homeroom teacher at SD Negeri 1 Suwug.

1.6.   Research Significance

The theory utilized in this study was substantiated by the research background, research problem, and research questions. This research held importance both in theoretical understanding and practical application.

1.6.1. Theoretical Significance

The theoretical significance of this study aimed to support fifth-grade homeroom teachers at SD Negeri 1 Suwug in the preparation, implementation, and enhancement of English materials through the use of an e-module rooted in pedagogical content knowledge.

1.6.2. Practical Significance

The result of this study would assist homeroom teacher of fifth grade in SD Negeri 1 Suwug in improving her pedagogical content knowledge in teaching English.

1.7. Assumption and limitation of the product

The focus of this research was on creating an electronic module based on pedagogical content knowledge for fifth-grade homeroom teachers at SD Negeri 1 Suwug. This module aimed to assist teachers in designing, modifying, and carrying out classroom activities. It included materials, procedures, and guidance structured to enhance the teaching and learning processes. Several assumptions and limitations were identified concerning the development of this product:

1.7.1. This product was specifically created for the fifth-grade homeroom teacher at SD Negeri 1 Suwug

1.7.2. The content of the product was derived from the English handbook provided by Kemendikbud for the Merdeka curriculum in grade 5.

1.8. Research Novelty

This ongoing research addressed challenges in English teaching by fifth-grade homeroom teachers at SD Negeri 1 Suwug. Consequently, an electronic module based on pedagogical content knowledge was introduced for these teachers.