

**THE ANALYSIS OF PERCEPTION AND
IMPLEMENTATION OF PEDAGOGICAL CONTENT
KNOWLEDGE OF TEACHING ENGLISH TO YOUNG
LEARNER BY ENGLISH PRIMARY SCHOOL
TEACHERS IN TABANAN**



**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
JURUSAN BAHASA ASING
FAKULTAS BAHASA DAN SENI
UNIVERSITAS PENDIDIKAN GANESHA
SINGARAJA
2020**



**THE ANALYSIS OF PERCEPTION AND
IMPLEMENTATION OF PEDAGOGICAL CONTENT
KNOWLEDGE OF TEACHING ENGLISH TO YOUNG
LEARNER BY ENGLISH PRIMARY SCHOOL
TEACHERS IN TABANAN**

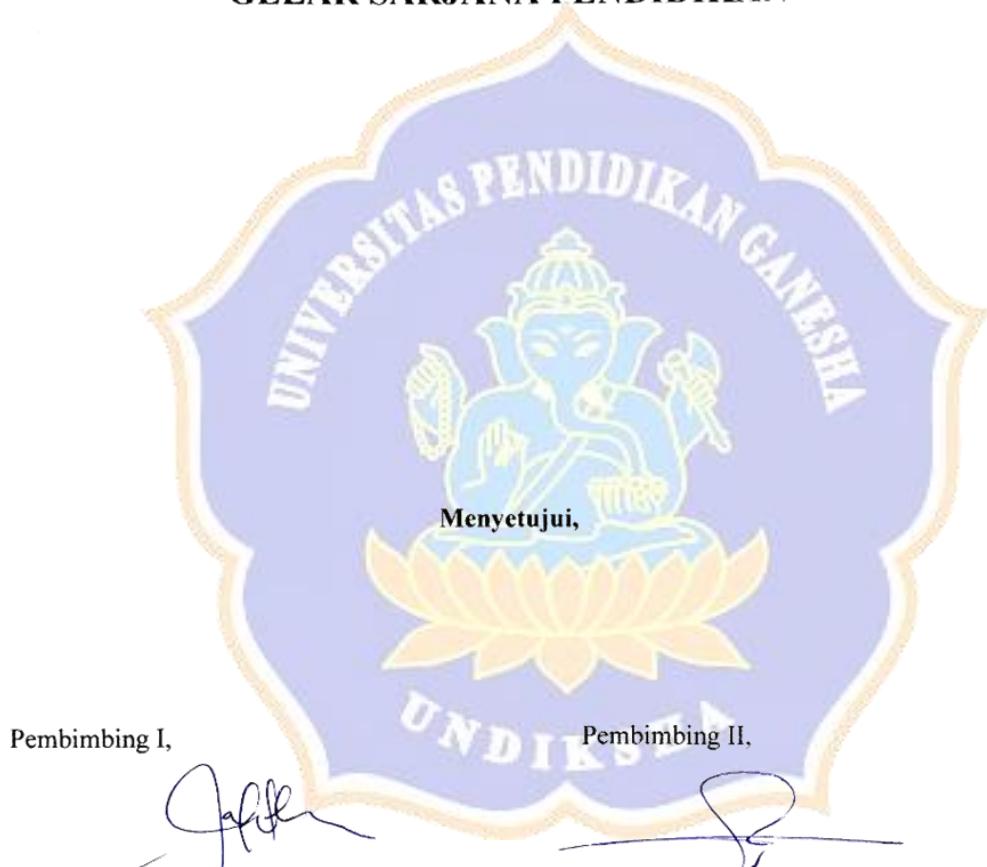
SKRIPSI



2020

SKRIPSI

**DIAJUKAN UNTUK MELENGKAP TUGAS DAN
MEMENUHI SYARAT-SYARAT UNTUK MENCAPI
GELAR SARJANA PENDIDIKAN**



Pembimbing I,



Dr. J G A Lokita Purnamika Utami, S.Pd., M.Pd.
NIP. 198304022006042001

Pembimbing II,



Ida Ayu Made Istri Utami, S.Pd., M.Pd.
NIP. 198709172015042002

Skripsi oleh Ni Made Ema Yusmalinda ini
telah dipertahankan didepan dewan penguji
pada tanggal 19 Juni 2020

Dewan Penguji



Diterima oleh Panitia Ujian Fakultas Bahasa dan Seni
Universitas Pendidikan Ganesha
guna memenuhi syarat-syarat untuk mencapai gelar sarjana pendidikan

Pada:

Hari : Selasa

Tanggal : 30 Juni 2020

Mengetahui,
Ketua Ujian, Sekretaris Ujian,


Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
NIP. 197609022000031001


Luh Diah Surya Adnyani, S.Pd., M.Pd
NIP. 198309232008122001

Mengesahkan,

Dekan Fakultas Bahasa dan Seni


Prof. Dr. I Made Sutama, M.Pd
NIP. 196004241986031002

SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa karya tulis berjudul "The Analysis of Perception and Implementation of Pedagogical Content Knowledge of Teaching English to Young Learner by English Primary School Teachers in Tabanan" beserta seluruh isinya adalah benar-benar karya sendiri dan saya tidak melakukan penjiplakan serta mengutip dengan cara-cara yang tidak sesuai dengan etika yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini saya siap menanggung resiko atau sanksi yang dijatuhkan kepada saya apabila dikemudian hari ditemukan adanya pelanggaran atas etika keilmuan dalam karya saya ini atau klaim terhadap karya saya ini.

Singaraja, Juni 2020

Yang membuat pernyataan,



Ni Made Ema Yusmalinda

ACKNOWLEDGEMENT

The highest gratitude is expressed to Ida Sang Hyang Widhi Wasa, the Almighty God, without his blessing, the research paper entitled "**The Analysis of Perception and Implementation of Pedagogical Content Knowledge of Teaching English to Young Learner by English Primary School Teachers in Tabanan**" could not be accomplished. Moreover, the writer also would like to thank to number of people who gave invaluable assistance, support, time, patience, guidance, revision, and suggestion during the accomplishment of this research paper, they are:

1. Prof. Dr. I Made Sutama, M.Pd., as the dean of Languages and Arts Faculty.
2. Luh Diah Surya Adnyani, S.Pd., M.Pd., as the head of English Language Education who has given information, guidance, and support.
3. My first supervisor, Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd., who kindly and patiently gave me guidance, useful feedback, ideas, suggestions, countless time, support, and also motivation during conducting this research also finishing this research paper/thesis.
4. My second supervisor, Ida Ayu Made Istri Utami, S.Pd., M.Pd. who kindly and patiently gave useful feedback, advice, ideas, support, motivation, end also countless time in conducting the research and also finishing this research paper/thesis.
5. My examiner, Dr. Ni Komang Arie Suwastini, S.Pd., M.Hum. who has given judgment and suggestions in completing this research paper/thesis.
6. My academic supervisor, G.A.P Suprianti, S.Pd., M.Pd., who always gave endless support, motivation, and advice during studying in English Language Education.
7. All lectures in English Language Education who always support and also kindly and patiently teach and share knowledge during studying in English Language Education.
8. My lovely family: I Wayan Yasa and Ni Ketut Sumawati (parents), Ni Luh Gede Enik Karnila Yanti and Ni Nyoman Astria Sumarisa (sisters), and also my partner, I Wayan Sukariana who always gives endless love and

support in conducting the research and also finishing this research paper/thesis (skripsi).

9. Headmaster of SDN 6 Delod Peken, SDN 1 Gadungan, and SDN 3 Bantas who permitted me in conducting research in their schools.
10. All my research subject in SDN 6 Delod Peken, SDN 1 Gadungan, and SDN 3 Bantas who kindly help me in collecting the data and also gave endless time during the data collection process.
11. All my friends who always support and help me during studying in English Language Education.

The writer hopes that this research paper could help and also be useful for the readers. Further, advices, suggestions, and criticism are needed for this better research paper.

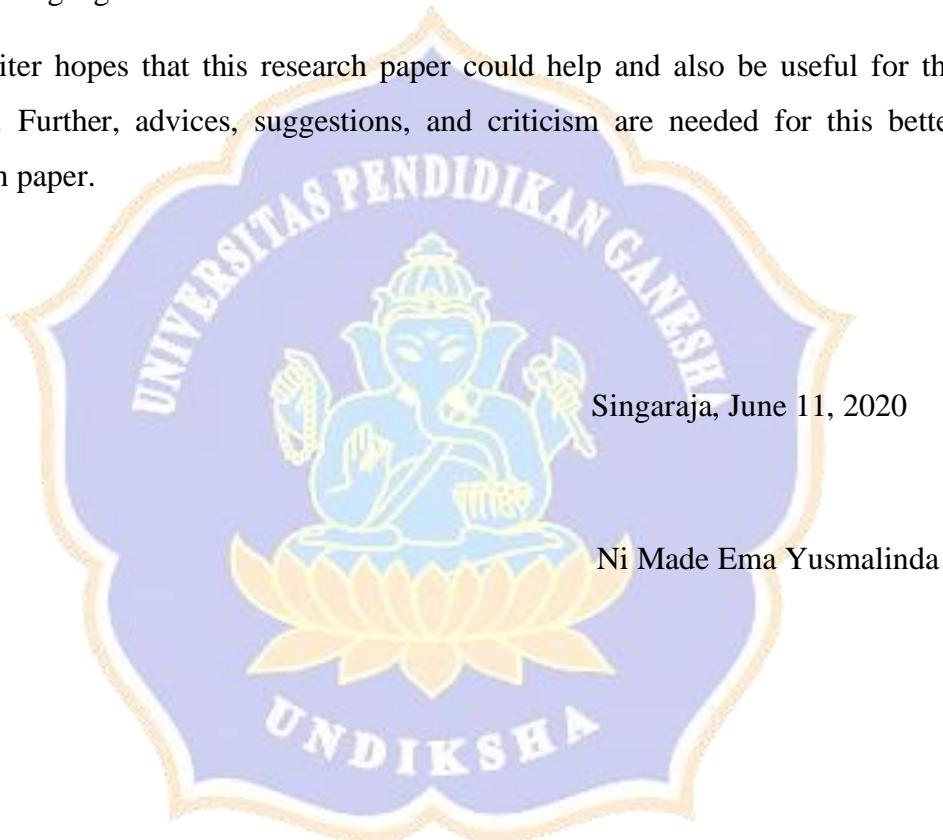
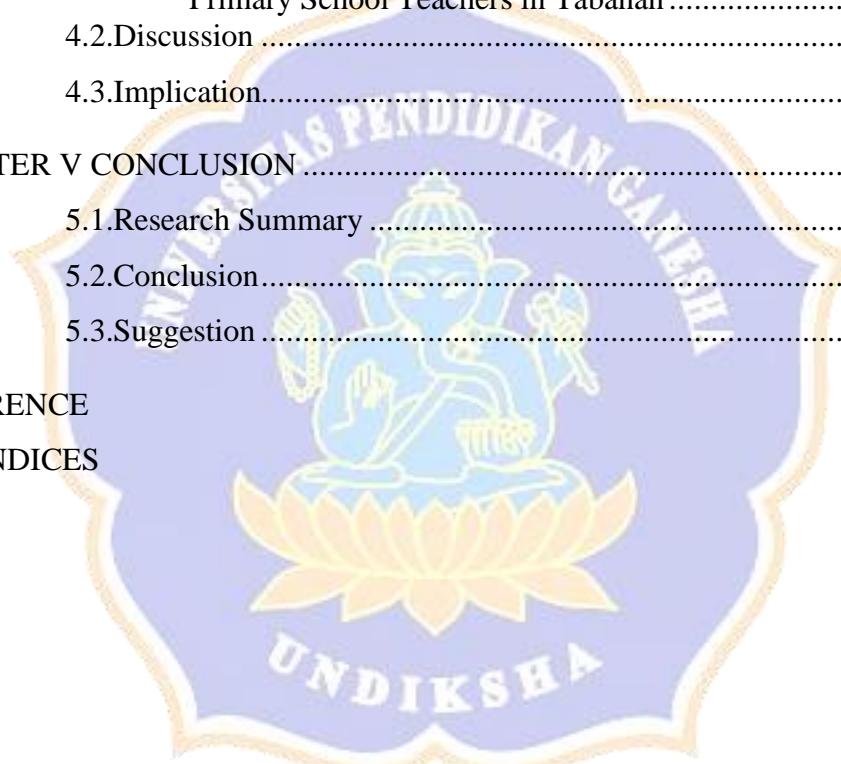


TABLE OF CONTENT

ACKNOWLEDGEMENT	i
ABSTRACT	iii
TABLE OF CONTENT	v
LIST OF TABLES.....	vii
LIST OF FIGURES	viii
LIST OF APPENDICES	ix
CHAPTER I RESEARCH BACKGROUND	1
1.1.Research Background	1
1.2.Problem Identification	6
1.3.Research Scope and Limitation.....	7
1.4.Research Questions.....	7
1.5.Research Objectives.....	8
1.6.Research Significance	8
1.7.Definition of Key Terms	9
CHAPTER II LITERATURE REVIEW.....	13
2.1.Theoretical Review	13
2.1.1. Definition of Perception	13
2.1.2. Language Learning Theories	14
2.1.3. Learning Characteristics of Young Learner	16
2.1.4. Important Strategies for Teaching English in Primary Schools	19
2.1.5. Pedagogical Content Knowledge of Teaching English.....	21
2.2.Empirical Review.....	24
CHAPTER III RESEARCH METHODOLOGY	28
3.1.Research Design.....	28
3.2.Research Subject	29
3.3.Research Object	29
3.4.Procedure of Collecting Data.....	30
3.5.Research Instrument.....	31
3.6.Content Validity of Instruments.....	37
3.7.Method of Analyzing the Data.....	39

3.8.Research Trustworthiness.....	42
CHAPTER IV FINDINGS AND DISCUSSION	45
4.1.Findings	45
4.1.1. Perception about Pedagogical Content Knowledge of Teaching English to Young Learners English Primary School Teachers in Tabanan	46
4.1.2. Implementation of Pedagogical Content Knowledge of Teaching English to Young Learners English Primary School Teachers in Tabanan	62
4.1.3. The Comparison between Perception and Implementation of Pedagogical Content Knowledge of Teaching English to Young Learners by English Primary School Teachers in Tabanan	75
4.2.Discussion	78
4.3.Implication.....	92
CHAPTER V CONCLUSION	95
5.1.Research Summary	95
5.2.Conclusion.....	96
5.3.Suggestion	96
REFERENCE	
APPENDICES	



LIST OF TABLES

Table 3.1. Teacher's Profiles.....	29
Table 3.2. Summary of Collecting Data Method.....	31
Table 3.3. Blue Print for Questionnaire of Pedagogical Content Knowledge of Teaching English to Young Learner	33
Table 3.4. Cross Tabulation	37
Table 3.5. Success Rate.....	38
Table 3.6. Content Validity of the Instruments	38
Table 3.7. Guidance of Categorization and Qualification Perception Rate	40
Table 3.8 Categorization Level Guidance of Teachers' Implementation	41
Table 4.1. Teachers' Perception of Subject Matter Knowledge.....	47
Table 4.2. Teachers' Perception of Knowledge about Young Learners' Characteristic	50
Table 4.3.Teachers' Perception of the Use of Learning Strategy for Teaching English to Young Learners	55
Table 4.4. The Summary of Perception of Pedagogical Content Knowledge of TEYL by Teachers in Tabanan.....	61
Table 4.5.Teachers' Implementation of Subject Matter Knowledge	63
Table 4.6.Teachers' Implementation of Knowledge about Young learners' Characteristic	66
Table 4.7.Teachers' Implementation of the Use of Learning Strategy for Teaching English to Young Learners	69
Table 4.8.Data summary about the Implementation of Pedagogical Content Knowledge of TEYL by Teachers Tabanan.....	73
Table 4.9.Data of Perception and Implementation of Pedagogical Content Knowledge of TEYL by Teachers in Tabanan.....	75
Table 4.10. Summary of Perception and Implementation of Pedagogical Content Knowledge of TEYL by Teachers in Tabanan.....	76
Table 4.11.The Relations between Perception and Implementation of Pedagogical Content Knowledge of TEYL by Teachers in Tabanan	77

LIST OF FIGURES

Figure 3.1. The Embedded Design Analysis Proposed by Cresswell (2012)	28
Figure 3.2. Picture of Interactive Analysis Model Based on Miles & Huberman .	42
Figure 4.1. Students' Participations in Learning Process.....	71
Figure 4.2. Students Answered the Name of the Building in the Picture	72



LIST OF APPENDICES

- Appendix 1. Official Letter from the School
- Appendix 2. Documentations during the Observations
- Appendix 3. Instrument Validation by the Experts and Final Research Instruments
- Appendix 4. Questionnaire by the Teachers
- Appendix 5. Observation Sheet of Class Observation

