

CHAPTER I

RESEARCH BACKGROUND

1.1. Research Background

Many life aspects are developed in this globalization era. English plays an important role in many life aspects as the result of the development. According to Reddy, (2016), English has important role because English can help someone to learn new knowledge in education field, communicate with other people for business, know information, get job, get entertainment from movie or television channels which is using English, and also to maintain international relation. Then, English is used by many people in the world.

The importance of English as an international language in globalization era makes English being taught in Indonesia. Learning English is also very important for the young generations in Indonesia. Learning English since young is very recommended in order to get best result of learning language. In several countries, introducing English for children since they are young is already stated in the curriculum because of learning English since young is a basic investment for the children in this globalization era (Garton, Copland, and Burns, 2011 as cited in Zein, 2017). Besides, learning English since young can make the children acquire the language better as it is same with the children development theory from Piaget which stated that children are the active learners. According to Piaget (as cited in Cameron, 2001), active learners means that learners are learning through stage from

the experience that the children get from the environment. It means that learners will easier to acquire the language since young.

Even though learning English since young is very important for young generations and also can make the children acquire the language better, Curriculum 2013 as the newest curriculum in Indonesian removed English subject as the local content in the elementary school. This regulation is different with the previous curriculum which is called Curriculum 2006 or KTSP. In the KTSP, based on the Decree of National Minister of Education Number 22 Year 2006, the curriculum required the English subject as a local content subject that is taught for elementary school students which start from the students in the fourth grade until sixth grade. In KTSP, there is also provided standard national for English Subject that must be achieved by the students which stated in The Decree of National Minister of Education Number 23 Year 2006. Therefore, Curriculum 2013 is different from the previous curriculum because Curriculum 2013 removed English subject as the local content that must be taught in elementary school. The removal here means that English must not be a local content subject that must be taught but English as the optional local content which is taught depends on the school's regulation.

Then, it means that even though English subject is removed in the elementary school, some schools are still allowed to teach English as a subject in elementary school. English is being a local content subject that can be taught optionally in primary school (Hawanti, 2014). For the example is elementary school in Bali that still teaches English for the students even though English is already removed from the curriculum 2013. It is because English is seen very important for students who will work in tourism field. This decision for still teaching English is

because students need to be able to speak English because they live in the tourism area. Improvement of the tourist arrival in Bali make the tourism sector provides various jobs (Patera, Sukarsa, Wiranatha, 2015). It means that the students need to be able to communicate with the tourist if they want to work in tourism sector. Therefore, English is still taught for elementary students in Bali even though curriculum is already removed English subject. Then, Tabanan is one regency in Bali where English is still taught in elementary school. Some primary schools in Tabanan still teach English for their students in order to prepare their students to enter junior high school. Some primary schools in Tabanan regency teach English for two learning hours and there are also some schools that teach English for one learning hour only. It showed the optional regulation made by the primary schools since English is removed as the local content that must be taught in Primary school.

A problem is appeared when curriculum 2013 removed English subject for elementary school. The problem is the absence of national standard for English subject in elementary school. Actually, in teaching English for young learners, there some principles that is standardized in the world such as teaching principle, chosen material, assessment, and so on. For example, the governments in China and Taiwan is required the teacher in teaching English for young learners to be specialized by having teaching certificate (Zein, 2017). Then, in Indonesia, especially in Ganesha University of Education in Bali, in academic year 2018/2019, the students are prepared to teach young learners by given two credit points as a course subject. So that when the teacher got two credit points of teaching English for young learner subject, it can help the teacher in teaching young learners.

Unfortunately, when there is no English subject in Curriculum 2013, several schools which still teach English need to make their own management for it. Therefore, there are several elementary schools whose English teachers are graduated from primary teacher education who do not have depth basic about teaching English to young learners. Listyariani (2019) gives an example of one school in Jembrana district in Bali. The school still provides English subject because of the headmaster want to prepare the students to continue to the junior high school. Then, the headmaster gave the responsibility to the homeroom teacher to teach English subject because of this school does not have an English teacher which has English background to teach young learners. It shows that some teachers who teach English in elementary schools are not qualified in teaching English for young learners (Listyariani, 2019 & Rahayu, 2016). Whereas elementary school as young learners have specific characterization and specific needs in learning English.

In teaching and learning process, specifically in teaching English to young learners, Pedagogical Content Knowledge (PCK) should be owned by the teacher. Pedagogical content knowledge is a combination between the teacher's subject matter knowledge and how to transfer that knowledge to the students in teaching and learning process (Shulman 2004 as cited in Kultsum, 2017). Therefore, teacher needs to have pedagogical content knowledge in teaching in order to apply appropriate strategy in teaching because the approach in teaching English for young learners is different from the approach in teaching English for adults.

Shulman (1986) stated that some aspects of pedagogical content knowledge like the representation of knowledge is related with subject matter knowledge,

learners' conception, and instructional strategies. It means that teachers need to have pedagogical content knowledge in implementing teaching and learning process in order to reach the goals of learning itself. Therefore, there are some important factors that are needed to be prepared in teaching English for young learners related with pedagogical content knowledge which is owned by the teachers.

Actually, there are some researches about teaching English for young learners that are already conducted. Those researches are emphasized on the use of the learning media (Aini, 2013), learning English in good learning environment (Artini, 2017), teacher's knowledge and the challenges in language teaching (Rahayu, 2016), the use of games (Rusiana & Nuraeningsih, 2016), and also the teacher's perception and teacher's implementation in teaching (Listyariani, 2019). The previous researches have found about the teachers' perceptions of pedagogical knowledge and what the teachers have done in the class. But only a little is emphasized on the comparison between the teachers' perceptions and teachers' implementation of pedagogical content knowledge which is about knowledge of English and knowledge of how to teach English for young learners. Therefore, the research about the English teachers' perception and English teachers' implementation of pedagogical content knowledge in teaching English to young learners in elementary school is needed to be conducted.

Now a day, someone's perception will influence his or her attitude about something and about how he or she acts. Unfortunately, the relationship of perception and implementation is not always directly proportional (Utami, 2019). A research relates with perception and implementation which is not proportional is

found by Dewi, Artini, & Padmadewi (2019) which is about teacher's conceptual knowledge and implementation of student-centered learning. The result of the research found that there is a contradiction between the teacher's conceptual knowledge (perception) and the implementation where the teacher's conceptual knowledge was high or strong but the implementation is low.

It means that there is a possibility where the teacher has a positive perception about a certain concept of teaching English but the teacher does not implement it in the class. Therefore, it is important to know the perception and implementation of Pedagogical Content Knowledge (PCK) which is done by English primary school teachers. Then, this research involved primary English teachers in elementary school that exists in Tabanan regency.

1.2.Problem Identification

Curriculum 2013 as the newest curriculum removed English subject for elementary school. When English subject is removed, there is no national standard to manage how the English must be taught in elementary school. Besides, there are several English teachers in elementary school do not have qualification or do not follow the teacher professional development in the field of teaching English for young learners. Therefore, there are many English teacher may not have pedagogical content knowledge in teaching English for young learners.

Moreover, the previous researches are more focus on teachers' pedagogical knowledge and how the teachers implemented it. There is only a little amount of research that is emphasized on the perception and implementation of pedagogical content knowledge. Whereas, from the result of the preliminary study, there are

several elementary teachers in Bali do not have an English education qualification. Therefore, the research about perception and implementation of pedagogical content knowledge is need to be conducted. This research was implemented in Tabanan regency as one regency in Bali.

1.3. Research Scope and Limitation

This research was only analyzing the perception, implementation, and the comparison between the perception and implementation about the pedagogical content knowledge that is owned by English primary school teachers in teaching English for young learners. Then, the English primary school teachers who were the subject only teachers who teach English in primary schools in Tabanan Regency.

1.4. Research Questions

- 1.4.1. What is the perception of English primary school teachers in Tabanan about Pedagogical Content Knowledge (PCK) of teaching English to young learners?
- 1.4.2. How is the implementation of Pedagogical Content Knowledge (PCK) that is done by English primary school teachers in Tabanan of teaching English to young learners?
- 1.4.3. How is the comparison between the perception and the implementation of Pedagogical Content Knowledge (PCK) that is done by English primary school teachers in Tabanan of teaching English to young learners?

1.5. Research Objectives

This research has several objectives in order to describe about:

- 1.5.1. The perception of English primary school teachers in Tabanan about Pedagogical Content Knowledge (PCK) of teaching English to young learners.
- 1.5.2. The implementation of Pedagogical Content Knowledge (PCK) that is done by English primary school teachers of Tabanan of teaching English to young learners.
- 1.5.3. The comparison between the perception and the implementation of Pedagogical Content Knowledge (PCK) that is done by English primary school teachers in Tabanan of teaching English to young learners.

1.6. Research Significance

1.6.1. Theoretical Significant

The result of this research can be used as the additional sources and enrich the knowledge of teaching English in elementary school in Tabanan, specifically related with the teachers' perception of teaching English in elementary school and also its implementation. The result of this research also can give information about the comparison between the perception and implementation of pedagogical content knowledge that is done by the teachers.

1.6.2. Practical Significance

The result of this research is to inspire the other future studies in the field of English teaching at school. Moreover, this study also can inspire the

English elementary teacher in order to improve the knowledge and quality of pedagogical content knowledge of teaching English to young learners.

1.7. Definition of Key Terms

1.7.1 Theoretical Definition

1. Perception

Perception is the process for getting awareness and understanding the sensory information (Qiong, 2017). Besides, according to Oktaviani and Fauzan (2017), giving perception has a main goal which is for appraising or presuming the physical object in the environment. Further, Sobur (2009 as cited in Diniyah, 2013) stated that perception is a part of overall process which create response after the human is given the stimulus. It means that perception is about valuing or presuming about the given stimulus about object in the environment from sensory organs.

2. Implementation

According to Cambridge Dictionary, implementation is about the act of starting to use a plan or system. Besides, based on Oxford Advanced Learner's Dictionary, implementation means the act to make something which has been officially decided start happening and being used. It means that implementation is about using a plan or system.

3. Pedagogical Content Knowledge

Pedagogical content knowledge is a combination of a specific subject matter knowledge and pedagogical knowledge which is essential to be owned by the teacher (Shulman 2004 as cited in Kultsum, 2017). Subject

matter knowledge or content knowledge is teacher's core knowledge in particular subject or certain area (Kultsum, 2017). Besides, according to Grossman (1990 as cited in Ibrahim, 2016), content knowledge is actual subject matter that will be taught by the teacher and to be learnt by the students. Then, according to Shulman as cited in Kultsum (2017), pedagogical knowledge is the about knowledge, theory, or and belief that the teachers use in delivering the material in teaching and learning. It means that pedagogical content knowledge is about how to deliver the subject matter knowledge to the students by using effective way by the teacher.

1.7.2. Practical Definition

1. Perception

Perception of pedagogical content knowledge means about giving value or presumption about each aspect of pedagogical content knowledge. There are three aspect of pedagogical content knowledge that teachers need to value or presume. First, giving perception about subject matter knowledge which consist of language awareness and language proficiency. Language awareness is about the use grammar while language proficiency is the ability to use the language (Andrews, 2001). Second, giving perception about young learner's characteristics which consist of theory from Juhana (2014) such as young learners have a great curiosity, actively construct meaning form their experience, have short attention span and easy to be bored, and also focus on immediate here and now situation. Third, giving perception about the use of learning strategy in teaching which consist of using media in teaching, teaching contextually, teaching which consist of theory from Çakir (2004) about teaching strategy to teach young

learners such as by using interesting, motivating, & stimulating activity, providing interesting learning environment, and also doing efforts that can impact students' achievement.

2. Implementation

Implementation of pedagogical content knowledge means that teachers use or apply the aspect of pedagogical content knowledge in teaching and learning process. First, teachers implement about subject matter knowledge which consist of language proficiency and language awareness which are the theory from Andrews (2001). Second, teachers implement about knowledge of young learners' characteristics which used theory from Juhana (2014) about learning principle based on young learners' characteristics such as young learners have a great curiosity, actively construct meaning form their experience, have short attention span and easy to be bored, and also focus on immediate here and now situation. Third, teachers implement knowledge about the use of learning strategy in teaching. This aspect used theory of Çakir (2004) that is about teaching strategy which consist of using media in teaching, teaching contextually, teaching by using interesting, motivating, & stimulating activity, providing interesting learning environment, and also doing efforts that can impact students' achievement.

3. Pedagogical Content Knowledge

Pedagogical content knowledge in this research consist of three aspect such as subject matter knowledge, knowledge of young learners' characteristics, and knowledge of the use of learning strategy in teaching.

Each aspect consists of some dimensions. First, subject matter knowledge consists of language awareness and language proficiency in which the theory of language awareness and language proficiency some form Andrews (2001). Second, knowledge of young learners' characteristics consists of theory from Juhana (2014) which is about some learning principles to teach young learners based on their characteristics such as young learners have a great curiosity, actively construct meaning from their experience, have short attention span and easy to be bored, and also focus on immediate here and now situation. Third, knowledge about the use of learning strategy in teaching consists of theory from Çakir (2004) which is about some teaching strategies to teach young learners such as media in teaching, teaching contextually, teaching by using interesting, motivating, & stimulating activity, and providing interesting learning environment.

