

THE ANALYSIS OF PERCEPTIONS AND IMPLEMENTATION OF PEDAGOGICAL CONTENT KNOWLEDGE OF TEACHING ENGLISH TO YOUNG LEARNERS BY ENGLISH PRIMARY SCHOOL TEACHERS IN BADUNG

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ABSTRACT

This research aims to investigate teachers' perceptions and their implementation of Pedagogical Content Knowledge (PCK) in teaching English for young learners as well as to investigate the consistency of teachers' perceptions and implementation of Pedagogical Content Knowledge in teaching English for young learners. This research involved 3 primary school English teachers from 3 different public primary schools in Badung regency selected by using Convenience sampling techniques. A mix-method design embedded with dominant qualitative was used in this research. In collecting the data, questionnaires, observation sheets, and interview guides were used. Further, the data were analyzed through descriptive qualitative. The result showed that the teachers had a strong perception of PCK. However, the result of the implementation showed that the teachers had a very weak level in implementing pedagogical content knowledge maximally in the class. Moreover, when both of the data were compared, it was found that there was a lack of consistency between the teachers' perceptions and implementation of PCK in teaching English to young learners. From the result of interview, it was clarified that there were some problems that faced by the teachers such as having difficulty in using English, dealing with students' different characteristics and backgrounds, having problems in using media and having a different view about strategies used. Thus, it was suggested for the teachers to improve and develop their PCK by enriching their knowledge about PCK.

Keywords: Primary school teachers, Perceptions, Implementation, Pedagogical Content Knowledge

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ABSTRAK

Penelitian ini bertujuan untuk menyelidiki persepsi dan implementasi guru terhadap Pengetahuan Konten Pedagogik (PCK) dalam mengajar bahasa Inggris untuk pelajar usia dini serta menyelidiki konsistensi antara persepsi dan implementasi guru terhadap pengetahuan konten pedagogik dalam mengajar bahasa Inggris untuk pelajar usia dini. Penelitian ini melibatkan 3 orang guru dari 3 sekolah dasar yang berbeda di kabupaten Badung yang dipilih dengan menggunakan teknik *Convenience sampling*. Design metode campuran tertanam dengan dominan kualitatif digunakan dalam penelitian ini. Dalam pengumpulan data, kuisioner, lembar observasi, dan wawancara digunakan. Selanjutnya, data dianalisis secara deskriptif kualitatif. Hasil penelitian menunjukkan bahwa para guru memiliki persepsi yang kuat terhadap pengetahuan konten pedagogik. Namun hasil implementasi menunjukkan bahwa para guru memiliki tingkatan yang sangat rendah dalam mengimplementasikan pengetahuan pedagogik secara maksimal di dalam kelas. Selain itu, ketika kedua data dibandingkan, ditemukan bahwa ada kurang konsistensi antara persepsi dan implementasi guru terhadap pengetahuan konten pedagogik dalam mengajar bahasa Inggris pada pelajar usia dini. Berdasarkan hasil wawancara, ditemukan bahwa ada beberapa masalah yang dihadapi oleh para guru diantaranya kesulitan dalam menggunakan bahasa Inggris, kesulitan menangani karakteristik dan latar belakang siswa, kesulitan dalam menggunakan media dan memiliki pandangan berbeda tentang strategi yang digunakan. Oleh karena itu, disarankan bagi para guru untuk meningkatkan dan mengembangkan pengetahuan konten pedagogik mereka dengan memperbanyak pengetahuan mereka tentang pengetahuan konten pedagogik.

Kata kunci: Guru sekolah dasar, persepsi, implementasi, pengetahuan konten pedagogik