

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, problem identification, limitation of the research, research questions, research objectives, research significance and also the key terms of the research.

1.1 Research Background

In this globalization era, it cannot be denied that English has become the language that is used globally. Moreover, the number of speakers of English has been increasing over time. This statement is supported by the fact that approximately 1.5 billion people all over the world use English as the language used in communication (Babble Magazine, 2017). This phenomenon has a relation to the role of English as an International Language (EIL) as Lingua Franca in which means a common language used to enable someone to communicate with people globally even though he is not a native speaker of a certain language (Nishanthi, 2018). In addition, Reddy, Mahavidyalaya, and Hyderabad (2017) also stated that there are several factors that indicate the importance of English in this era such as it is used in doing international cooperation, as international learning instruction, helping in finding jobs, accessing global information or research, and creating a social relation with people globally. In addition, along with development of technology, English also has been used wider since almost 80% of the information stored online including social media,

computer system even games are provided in English (Lauder, 2008). Further, there are many countries that utilize English for daily communication besides using their mother-tongue whether as a second or foreign language (Gunantar, 2016).

Considering the importance of English in this era, learning English is recommended to be learned starting from an early age since it can give a better result of learning and also help the children to have a better future (Ghasemi & Hashemi, 2011; Jazuly, 2018; Sepyanda, 2017). It is because children are considered as active and intelligence learners since they are still developing their knowledge about something (Piaget, 1936). In line with Piaget's opinion, Ghasemi and Hashemi (2011) also stated that children also can learn the language quicker than the adult because their brain is still naturally flexible to acquire the language. They can learn and acquire the new language similar to the way they learn their first language since they learn it through listening, repeating and imitating what they hear and see. Thus, giving English instructions in an early age might help them in mastering English well.

In relation to those theories, Teaching English for Young Learners (TEYL) has become one of new trends that has been developed for two decades especially in Teaching English as a Foreign Language (EFL) context (Padmadewi, Nitiasih, & Artini, 2009). Moreover, Sepyanda in 2017 revealed several reasons about the importance of teaching English in primary school. Firstly, it related to the fact that English is the international language that is used globally. Secondly, it will help the students easier to learn

English in the next level of learning. Further, TEYL has significantly developed especially in countries where English is used as a foreign language including Indonesia. In Indonesia, English has offered to be taught in primary schools in Indonesia by considering to the fact that it is important to make the students aware of English as international language and to help them have a better future. Further, English is included as a local content subject in primary school that is taught start from grade 4 to 6 since the establishment of *Kurikulum 2006 (KTSP)*. During the implementation of this curriculum, English is learnt by the primary school students once a week. Moreover, Madya as cited in Zein (2017) revealed that the curriculum expect the students to be able to develop the 4 language skill namely listening, speaking, reading and writing within the school context in the early stage.

However, along with the implementation of *Kurikulum 2013*, the newest national curriculum in Indonesia, English is no longer included as a compulsory subject to be taught in the primary school. This new policy is based on the perceptions that at the primary level of learning, the Indonesia students should focus more on building the acquisition of Indonesian as the national language as well as its cultures and values before they learn other language (Sepyanda, 2017). However, English as a subject still can be taught at school if it contextually needs to be taught. Further, there are still many primary schools that provide English as local content subject because of the pressure of the students' parents and also the needs of the environment where the students live. In relation, primary schools in Bali especially in Badung also still provide English as a subject. It is because English is assumed as

important subject since Bali is one of famous tourism objects in Indonesia where there are many tourists from various countries come to Bali. Therefore, according to the Regulation of Badung Regency No. 43 Year 2016, English is needed be learned by primary school students in Badung regency as a foreign language from the first until the sixth grade. Furthermore, according to the regulation, by providing English as foreign language in primary schools students are expected: 1) to be able to communicate in English effectively with the proper ethics and grammar; 2) to appreciate and use English as a medium of communication; 3) to use English to improve students' intellectual, emotional, and social ability; and 4) to use English in International relation.

Even though there is a regional policy that establishes the existence of teaching English in primary school especially in Badung, the elimination of English for primary school in *Kurikulum 2013* still causes several problems for the schools that still provide English as a subject for the students. Firstly, there is no national standardization (in a set of instructional) for English in the elementary schools. Since there is no standardization about how English is needed to be taught in the primary school, the teachers often confused about what to teach and how to teach English to their students. Further, they will just prefer to only download the syllabus and lesson plan from the internet without any consideration toward the students' knowledge level. Secondly, English in primary school is still taught in the same way as teaching English for junior high school and senior high school students that emphasis too much theories about the language. Thirdly, almost all of the

teachers who are responsible to teach English in several primary schools seem do not have the special qualification in teaching English for young learners or even do not have English Language Education background (Listyariani, 2019). Generally, there are two kind of teachers that commonly teach students in primary school namely generalist and specialist teachers. Generalist teachers refer to the teachers who teach subjects in general. They commonly come from Primary School Teacher Education graduate (*PGSD*), meanwhile specialist teachers refers to the teachers who specialize and teach a certain subject like English, Biology, Physic, etc (Zein, 2017). However, in fact, almost all of the generalist teachers who are given a responsibility to teach English in the primary schools seem do not have sufficient background knowledge about English. Moreover, there are also specialist EFL teachers who do not have a good qualification in teaching English for young learners since in the pre-service they were more focused to teach secondary and high school students (Zein, 2018).

Regarding these issues, as a teacher, it is important to have good Pedagogical Content Knowledge (PCK) (Shulman, 1986; Magnusson, Krajcik, & Borke, 1999). Pedagogical Content Knowledge is the combination of the teacher knowledge about the subject content and about how to teach the content based on the learners level of learning. Shulman (1986) stated that there are several aspects of pedagogical content knowledge that are needed to be had by the teachers namely subject matter knowledge, learners' conception, and instructional strategies. In English learning context, subject matter knowledge or content knowledge related to the

teacher's knowledge about the subject that is taught. Further, it is divided into two namely language awareness and language proficiency. Language awareness is the knowledge of the language such as grammar, pronunciation, vocabulary, etc. Meanwhile, language proficiency is the knowledge of the use of language such as the ability in speaking and writing by using English (Andrews, 2001). In addition, teacher also needs to know about the students conception/characteristics. Teachers need to be aware that the characteristics and the learning style of adult learners are different comparing with the young learners (Cameron, 2001). Thus, the teacher needs to be able to adjust with their characteristics so that the teacher can determine the strategies used in teaching them. Moreover, related to the purposes of the *Kurikulum 2013*, Suharyadi as cited in Agustini, et.al. in 2019 mentioned that the learning process should be interactive, enjoyable, challenging, and motivating the learners' participation, and give them a chance to develop their ability independently based on their interest and talent. Furthermore, it is better to teach language contextually by facilitating the learning process with various sources, media and strategies of language learning to reach the learning objectives.

Furthermore, it is indicated in the literature that PCK is really important to be understood and implemented effectively by the teachers especially for the primary school English teachers. As stated by Kulsum in 2017, PCK can help teachers in creating a good and effective teaching approach, and strategies to be used to achieve the learning objectives. Moreover, it also can help the teachers in evaluating the learning process as

well as evaluating themselves whether the strategies or approaches used are appropriate to the learners' level of knowledge and their characteristic as well or whether the teacher has explained it in communicative way or not. Thus, as a teacher it is important to have a good understanding as well as implementation of PCK.

In relation with teachers' pedagogical content knowledge, especially in teaching English for young learners' context, there are several studies that have been conducted before. Those studies focused on the use of media in TEYL (Aini, 2013; Ratminingsih, Mahadewi & Divayana, 2018), teaching English through creating positive learning environment (Artini, 2017; Putra, 2015), teacher knowledge and challenges in teaching language (La Ode Turi, Jafar Ahiri, La Dunifa, 2017; Rahayu, 2016; Wulandari, Ratminingsih & Ramendra, 2020), the use of traditional games in teaching language (Rusiana & Nuraeningsih, 2016) and teachers' perceptions and implementation of teaching (Agustini, Artini, & Padmadewi, 2019; Listyariani, Artini, & Padmadewi, 2018). However, there are still few studies that emphasize the teachers' perceptions and implementation in terms of pedagogical content knowledge. Therefore, a research on perceptions and implementation of English teachers' pedagogical content knowledge in teaching English at the primary level needs to be conducted. Moreover, perceptions and implementation need to be in line, thus, the consistency between the teachers' perceptions and implementation of pedagogical content knowledge also need to be investigated. Specifically, this research will examine the issue by involving some primary school English teachers in Badung regency.

1.2 Problem Identification

Along with the elimination of English from the current national curriculum, there is no standardization about how English is taught in the primary school. In addition, there many primary school English teachers who do not have qualification or meet the professional development as English teacher for young students. So it is assumed that many English teachers still do not have sufficient pedagogical content knowledge of early childhood English learning to teach English.

In addition, the previous researches were focused on the pedagogical knowledge of the teachers and how they implemented it in the class. However, there are not a lot of researches that emphasize into teachers' perceptions and their practices viewed from pedagogical content aspects. Whereas with the fact that there are many primary school English teachers in Bali who do not have English education qualifications, a research on their perceptions and practices viewed from pedagogical content knowledge needs to be done. Therefore, this research will enrich the findings of previous studies which only emphasize the pedagogical field.

1.3 Limitation of the Research

The current research is focused on identifying the primary school English teachers' perceptions as well as the implementation of pedagogical content knowledge in teaching English to young learners. In addition, it will also

emphases to the consistency of both perceptions and implementation of pedagogical knowledge of the primary school English teachers. Further, the research is only focused on the primary school English teachers in Badung regency that include 3 primary school English teachers from 3 different primary schools in Badung regency.

1.4 Research Questions

1. What are the perceptions of primary school English teachers in Badung regency toward pedagogical content knowledge of teaching English to young learners?
2. How is the implementation of pedagogical content knowledge in teaching English to young learners by primary school English teachers in Badung regency?
3. How is the consistency between the perceptions and implementation of pedagogical content knowledge in teaching English to young learners done by primary school English teachers in Badung regency?

1.5 Research Objectives

This research purposes to investigate:

1. The perceptions of primary school English teachers in Badung regency toward pedagogical content knowledge of teaching English for young learners.
2. The implementation of pedagogical content knowledge of early childhood English learning by primary school English teachers in Badung regency.

3. The consistency between the perception and implementation of pedagogical content knowledge in teaching English for young learners done by primary school English teachers in Badung regency.

1.6 Research Significances

1. Theoretical significance

The results of the research are expected to be alternative resources to enrich the knowledge about teaching English in primary school, especially related to teachers' pedagogical content knowledge in teaching English in primary school. Besides, it may contribute to the field of English education by providing an account of the comparison between perceptions and implementation of pedagogical content knowledge of primary school English teacher.

2. Practical Significance

The results of the research are expected can be a reference for future study in the field of teaching English at school. Moreover, this study is also expected can inspire the primary school English teachers to develop their knowledge and improve the quality of the implementation of pedagogical content knowledge in teaching English for young learners in the class

1.7 Definition of Key terms

- 1.7.1. Theoretical definition

1. Perceptions

Perceptions can be defined as people's representation of the object or something around them (Limbeck-Lilienau, 2016). In constructing perceptions, people use their senses to notice or recognize something around them. Further, the information obtained will be processed in mind to create a response toward the information or stimuli that have been recognized before (Qiong, 2017). Moreover, the way someone constructs his/her perceptions based on his/her knowledge, experiences, and sociocultural background. However, at some point, people may have their own perceptions of something depending on the way they construct their own perceptions about it.

2. Implementation

According to the Oxford dictionary, the word 'implementation' means putting the decision or plan made into an execution. In addition, implementation also can be defined as a set of plan or activities made to be integrated into real settings (Mitchell, 2011). Therefore, implementation can be defined as an action or effort of carrying out the plan, decision, or idea that has been made to be integrated to achieve certain goals.

3. Pedagogical Content Knowledge (PCK)

In brief, Pedagogical Content Knowledge (PCK) is the integration of the teachers' content knowledge and their pedagogical knowledge in teaching (Kultsum, 2017). There are three main components of PCK namely the knowledge of subject matter, knowledge of learners'

conception and characteristic, and knowledge of instructional strategies. Knowledge of subject matter refers to the teachers' knowledge about the subject. The knowledge of learners' conception/characteristic refers to the teachers' knowledge about the learners and the knowledge of instructional strategies related to the teachers' knowledge about learning strategy and their ability in implementing the strategy in the class.

1.7.2. Practical definition

1. Perceptions

Perceptions are related to people's representation of something by recognizing it by using their senses. As teachers, having a good representation or perspective about teaching and learning is truly needed. At this point, having good perceptions of PCK in the TEYL context becomes the concern. Further, their perceptions of knowledge of subject matter, knowledge of young learners' characteristics, and knowledge of instructional strategies for teaching young learners become the points that are focused in this context.

2. Implementation

Implementation refers to the execution of the plan, decision, or idea that has been had before. In the teaching and learning context, implementing such effective learning becomes one of the crucial things that need to be done by the teachers. Further, the way teachers

implement PCK in teaching young learners needs to be observed. At this point, there are some dimensions or components that observed related to the implementation of PCK such as the subject matter (language awareness, and language proficiency), young learners' characteristic (having a high level of curiosity, creating meaning through experience, having short attention, focusing on real situations and contexts) and the use of instructional strategies in teaching (using media, contexts, activities and games).

3. Pedagogical Content Knowledge (PCK)

PCK refers to the integration of the content and pedagogical knowledge of the teachers in teaching. It means the teachers need to have a good PCK in order to create successful learning. In this context, the teachers' knowledge of content, characteristics of young learners as well as instructional strategies that appropriate to be used as well as their implementation become the concern in teaching English to young learners.

