

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

English is an international language. It means that English is a language that allows people to communicate and do interactions with others who are not speakers of the same mother tongue. The status is due to the large number of people who speak by using the English language (Lauder, 2008). Indonesia is one of the example countries that uses English to communicate with other people from other countries. In Kachru's (1992) three-circle of English there are inner circle, outer circle, and expanding circle. Indonesia includes in expanding circle in which the nations recognize the importance of English as an international language and English is considered as a foreign language. Foreign language means English is not the main language in Indonesia and English has no official status. Besides, the standards depend on the standards set by native speakers which include in the inner circle (Lauder, 2008). In this modern era, English plays an important role in everyday life. Reddy (2016) explained some importance of English in some areas such as 1) In business, English is used as a medium to do international business, 2) In education, English makes it easier for someone to get knowledge because most of the books written or translated into English, 3) For getting a job, English is used to get a good job and better salaries, 4) For information, English is essential to access any information, 5) In media and entertainment, English is used to access the world media and entertainment, 6) English is used in official communications, 7) For international relation, English is necessary for maintaining relations and also communications.

Realizing the importance of English, learning English is considered important. In the field of education, English becomes a subject at school such as schools in Indonesia. In many big cities, English is taught starting from primary schools or even from kindergarten (Lie, 2007). It means English could be learned from an early age. Learning English in early age provides the students' English language competencies in the golden age. In the golden age, the students could learn anything easily and their brains are still flexible to learn anything such as the English language (Sukarno, 2008). Besides, young learners have an open attitude to other languages and cultures that could help young learners learn the languages. Therefore, learning English in early age is highly recommended because it could provide the best results. This statement is in line with Piaget's theory of child development.

Piaget developed the idea that children learn actively by doing which helps them to construct their knowledge. Based on Piaget's theory of child development, children are active learners and thinkers. Piaget believed that a child is an 'active thinker' in which the child constructing his or her knowledge by working with the objects and by solving the problems that occur in the environment or around him (Cameron, 2001). Two terms that Piaget used to refer to the process of children when constructing their knowledge are assimilation and accommodation. Assimilation occurs when they get a new experience that fits in with the imagination in their minds, while accommodation is the process of constructing their knowledge based on new experience (Wadsworth, 1996 in Aldabbus, 2012). Therefore, if English is taught in early age, it would make them better at mastering English. The concept states that learning the foreign language

is more effective if it is started in early age is the main factor for the appearance of Teaching English to Young Learners (TEYL) (Padmadewi, Nitiasih and Artini, 2009).

Concerning Piaget's theory, Indonesian education already allowing the students to learn English start an early age that is from primary school. In the 2006 Curriculum (KTSP), English subjects became local content taught in public primary schools. There are two ways in teaching English in primary school such as from the upper level from grade four until grade six or from a lower level. The English subject is more concerned to be taught from the upper level and it depends on the policy at school whether the students learn English at a lower level or not (Sepyanda, 2017). The situation is different when Indonesia implemented the 2013 Curriculum. It is because the 2013 Curriculum has removed English subject as local content that the students get in primary schools. This has resulted in the English subject not being required to be taught in primary schools.

Primary schools in Indonesia could still include English subjects in their curriculum if the English subject is considered important. Primary schools that are still included English as a subject that the students get in schools following school management policies. The school management policies were made based on the special request from students' parents to teach English to their children or because of the needs of the community where students live such as the students live in a tourism area. If the students live in the tourism area, the students need to be able to speak English to communicate with other people from different countries. Besides, the ability of the students in using the English language could help the students in the future to be easier to get a job, especially in the tourism area.

Moreover, Bali Island is one of the examples that are visited by many tourists from various countries. In doing communication with people from different countries, people use the English language because English language as an international language. Seeing the importance of English, most primary schools in Bali still include English as a subject that the students get at school. Furthermore, Bangli is one of the regencies in Bali that English is still taught in primary school.

Based on the previous study conducted by Listyariani in 2019, some primary schools in Jembrana district was the example of schools in Bali that still include English as a subject. The reason of the schools still included English for the students was the headmaster of the school wanted to prepare the students to study in junior high school. It means that when the students got an English subject in primary school, the students more ready to study English in junior high school. Besides, there are many International primary schools in Bali. International primary schools are realizing the importance of English. International primary schools usually have a stronger focus on English rather than public primary school. In international primary school, English became a medium of instruction in class and English as a subject that the students get at school (Zein, 2012).

The problems occur when the newest curriculum removed English subjects in primary schools. The problem is the absence of national standards in terms of instructional sets for teaching English in primary schools. Basically, in teaching English to young learners, several principles or concepts are standardized such as teaching principles, choice of materials, assessment, etc. The absence of national standards in teaching English in primary school makes the school that still include English as a subject make their policies based on management policies at the

school. This causes some primary schools employing teachers who did not have sufficient background knowledge about English.

Basically, there are two kinds of teachers who teach English in Indonesia such as generalist teachers and specialist teachers. In fact, that there are more generalist teachers who teach English in primary school rather than specialist teachers (Zein, 2017). Based on the previous study conducted by Listyariani (2019), the headmasters of the school gave responsibility to the teacher that had responsibility in that class or homeroom teacher to teach English. In this case, the homeroom teachers did not have an English education background and learning instructions that were used by the teachers usually downloaded from the internet without adapted to the characteristics and needs of the young learners. It means that the teachers who taught English in primary school did not have a special qualification to teach English to young learners (Listyariani, 2019). Besides, some teachers only use textbooks or worksheets as a source of learning and did not provide contextual learning (Padmadewi, et al.,2009).

Furthermore, in teaching English to young learners, teachers must pay attention to several things because young learners have special characteristics and needs in learning English. That is why teaching approaches that appropriate to the special characteristics and special needs of young learners is needed to achieve the learning goals. In this case the teacher should have pedagogical content knowledge (PCK) (Shulman, 1986; Magnusson, Krajcik, & Borko, 1999). Pedagogical content knowledge (PCK) is a combination of teacher knowledge about the subject matter and the strategies that are used in teaching English. In this case, Pedagogical content knowledge (PCK) is related to knowledge and its

implementation. The teacher not only should have sufficient knowledge about English but the teacher also should be able to choose appropriate strategies to teach English to young learners who have special characteristics. Shulman (1986) stated that pedagogical content knowledge (PCK) consists of subject matter knowledge, learners' conception, and instructional strategies. Subject matter knowledge consists of language awareness and language proficiency (Andrews, 2001). Learners' conception is the knowledge about the characteristics of the learners and instructional strategies are the strategies that are used by the teacher in teaching which appropriate with the characteristics of the learners.

Besides, there are several studies on teaching English to young learners (TEYL) that already conducted. These studies can be categorized into three categories: studies about what influence teaching, what teachers know and how the teachers perceive and practice. Studies about what influence teaching such as studies on the use of media (Aini, 2013), the impact of good learning environment (Putra, 2015; Artini, 2017), the challenges of language teaching (Rahayu, 2016), and the use of traditional game (Rusiana & Nuraeningsih, 2016). Studies about what teachers know for example is studies on teacher theoretical and practical knowledge (Arikan, 2015), teachers' knowledge of young English learners (Karea, 2016), and teachers' perspectives of the pedagogy in teaching English to young learners (Zein, 2017). In the last category, studies about what teachers perceive and practice could be seen in the study on the alignment of teacher's perception and practice of effective English teaching (Utami, 2018) and teacher teaching perception and implementation (Listyariani, 2019).

Obviously, there is a few studies concern on teachers' perceptions and practices. Even, rarer is study on the consistency between teachers' perceptions and implementation in terms of pedagogical content knowledge (PCK). Moreover, what English teachers perceive as effective English teaching may not always implemented (Utami, 2018). In other words, the teachers' perceptions may not always directly proportional to their implementation in the teaching and learning process. Therefore, it is very important to know the perceptions and implementation of English teachers in terms of Pedagogical Content Knowledge (PCK) especially in primary schools. Thus, this research examined the perceptions and implementation of pedagogical content knowledge of teaching English to young learners. Besides, the consistency between the perceptions and implementation also investigated. This research involving English primary school teachers in Bangli regency since some primary schools in Bangli still include English as a subject.

## **1.2 Problem Identification**

The implementation of the 2013 Curriculum makes the abolition of English subject. This condition makes the absence of national standards governing how English is taught in primary schools. Besides, some English teachers in primary schools do not have the qualifications or follow professional development for teachers in the field of teaching English to young learners. This makes the teachers may not have sufficient pedagogical content knowledge in teaching English to young learners.

Moreover, previous studies focused more on teachers' pedagogical knowledge and how they implemented it in the classroom. Rarely found the

research that emphasized on the perceptions, implementation and the consistency between the perceptions and implementation viewed from aspects of pedagogical content knowledge. Therefore, the research on the perceptions, implementation, and the consistency between the perceptions and implementation in terms of pedagogical content knowledge is important to be conducted. This research would enrich the findings of previous studies concerning pedagogical field.

### **1.3 Research Scope and Limitation**

This research is analyzing the teachers' perceptions, implementation, and the consistency between teachers' perceptions and implementation of pedagogical content knowledge of teaching English to young learners by English primary school teachers in Bangli. There are three aspects of pedagogical content knowledge that investigated in this research such as subject matter knowledge, knowledge of young learners' characteristics, and the use of learning strategies in teaching English to young learners. The sample consists of three teachers in different schools in Bangli.

### **1.4 Research Questions**

The research questions can be seen as follows:

- 1.4.1 What are the perceptions of primary school English teachers in Bangli about the pedagogical content knowledge in teaching English to young learners?
- 1.4.2 How is the implementation of pedagogical content knowledge in teaching English to young learners by primary school English teachers in Bangli?



1.4.3 How is the consistency between the perceptions and implementation of pedagogical content knowledge in teaching English to young learners by primary school English teachers in Bangli?

## **1.5 Research Objectives**

This study aims:

1.5.1 To describe the perceptions of primary school English teachers in Bangli about the pedagogical content knowledge in teaching English to young learners.

1.5.2 To observe the implementation of pedagogical content knowledge in teaching English to young learners by primary school English teachers in Bangli.

1.5.3 To analyze the consistency between the perceptions and implementation of pedagogical content knowledge in teaching English to young learners by primary school English teachers in Bangli.

## **1.6 Research Significances**

This research was expected to give benefits such as theoretical significance and practical significance.

### **1.6.1 Theoretical Significance**

The result of this study was expected to increase knowledge about teaching English in primary schools, especially related to the teachers' perceptions and the implementation of teaching English as well as to provide information on the consistency between the perceptions and implementation in terms of pedagogical content knowledge in primary schools in Bangli.

## 1.6.2 Practical Significance

The result of this study is expected to inspire future studies in the field of teaching English in primary schools. Besides, this research inspires for primary school English teachers to always improve their knowledge and the quality of the implementation of pedagogical content knowledge in teaching English to young learners.

## 1.7 Definition of Key Terms

### 1.7.1 Theoretical Definition

#### 1.7.1.1 Perceptions

The word of “perception” actually comes from Latin words *perceptio* and *percipio*, which have mean receiving or collecting an action of taking possession with mind (Qiong, 2017). Besides, McDonald (2012) defined the perception as the way people see the world and involve within. Therefore, each people will have different perspective and action regarding a thing due to the different sociocultural, culture, social and experiences (McDonald, 2012). The perceptions are different according to the stimuli and how the people interpret based on the previous experiences associated to that stimulus which make the mind able to extract the information (Alexandre & Tavares, 2010).

#### 1.7.1.2 Implementation

According to Cambridge Dictionary, implementation defined as the act to start using the plan or system and the act to put the plan into action or start to use something.

### 1.7.1.3 Pedagogical Content Knowledge

Shulman (1986) described pedagogical content knowledge as the combination of the teacher's subject matter knowledge or known as content knowledge (CK) and pedagogical knowledge. Pedagogical content knowledge (PCK) is the integration of teachers' subject matter knowledge with teachers' pedagogical knowledge in delivering a subject matter that accordance with the ability and interest of learners (Kultsum, 2017). Faisal (2015) stated that pedagogical content knowledge (PCK) is the integration of the content and pedagogy into an understanding of the topics, problems, and issues which organized and adapted into the different interests and abilities of learners.

### 1.7.2 Practical Definition

#### 1.7.2.1 Perceptions

Perceptions is the perspective about a particular matter formed in the mind and influenced by several factors such as experiences, sociocultural, culture, social of the person. It makes each people will have different perspective and action about the same thing. This research examined the perceptions of the teachers about the language awareness and language proficiency. Language awareness is about how the teachers against some errors of the students and language proficiency related to the use the language in the classroom. Besides, the perceptions of the young learners characteristics also examined which stated that young learners have a great curiosity, young learners actively construct meaning from their experiences, young learners have a quite short attention span and easily to get bored, and young learners focus on the immediate here and now context situation. Since young learners have special characteristics, the teachers may use

some strategies to accommodate young learners' characteristics. Thus, it is really important to know the teachers' perceptions about the use of learning strategies for young learners. The perceptions about the strategies in teaching also gained about the use of teaching through visuals, contextual teaching, teaching through activities that motivate, attract and stimulate participation, providing a pleasant learning environment, and make efforts that have impacts on students' achievement in many areas.

### **1.7.2.2 Implementation**

The act to use the plan or system and the act to put the plan into action or to use something is the definition of implementation. This research examined the action of the teachers to use the concept of the language awareness and language proficiency. The action of the concept in the language awareness could be seen when the teachers against some errors of the students and the action of the concept in the language proficiency could be seen when the teachers use the language. The action of the teachers to accommodate young learners' characteristics also observed such as how the teachers accommodate young learners characteristics which have a great curiosity, actively construct meaning from their experiences, have a quite short attention span and easily to get bored, and focus on the immediate here and now context situation. Moreover, this research observed the action of the teachers to use the concept of teaching through visuals, contextual teaching, teaching through activities that motivate, attract and stimulate participation, providing a pleasant learning environment, and make efforts that have impacts on students' achievement in many areas.

### 1.7.2.3 Pedagogical Content Knowledge

Pedagogical content knowledge (PCK) related about the teachers' subject matter knowledge and pedagogical knowledge in delivering a subject matter that suitable with the ability and interest of learners. Shulman (1986) explained that subject matter knowledge or known as content knowledge (CK) is the amount of knowledge about the material in the mind of the teacher. In this research subject matter knowledge consists of language awareness and language proficiency based on theory Andrews (2001). Knowledge of young learners' characteristics defined as the teachers' understanding of learners' personal characteristics, motivation, needs, learning styles, social and also cultural background (Faisal, 2015). Some young learners' characteristics based on the theory from Juhana (2014) such as young learners have a great curiosity, young learners actively construct meaning from their experiences, young learners have a quite short attention span and easily to get bored, and young learners focus on the immediate here and now context situation. Then, pedagogical knowledge (PK) is about what teachers know about teaching (Ibrahim, 2016). Based on the theory from Çakir (2004) the use of learning strategies for young learners such as teaching through visuals, contextual teaching, teaching through activities that motivate, attract and stimulate participation, providing a pleasant learning environment, and based on the theory from Medwell et. al. (2009) the teachers can make efforts that have impacts on students' achievement in many areas.