

CHAPTER I

INTRODUCTION

This chapter presents research background, problem identification, research scope and limitation, research question, research objectives, and research significance of this study.

1.1 Research Background

English is a global or an international language. Its status as an international language due to the number of people who use it in communication. Crystal (2003) estimates that in 2000s, a quarter of population in the world or around 1.5 billion people are already fluent in English. Gohil (2013) also states that English is approximately had 375 million native speakers and it is estimated that there are more than a billion of non-native speakers of English. Besides that, Huda (2000) proposes 5 factors which make English as an international language such as (1) its linguistic features, (2) the large number of its native speakers, (3) the wide geographical distribution of its native speaker, (4) its important roles in many fields such as political, international diplomacy, economics and business, science and technology, and also (5) its users are from several countries which dominate the global affairs economically, politically, and culturally. Thus, it can be said that English become an international language is not only because of the number of speakers who use it in communication but its linguistic features and its roles in every field of human life also make English become a language used in worldwide.

The status of English as an international language also makes people around the world learn English, especially every country who uses English as a foreign language. Crystal (2003) estimates more than 100 countries like China, Russia, Germany, Spain, Egypt, and Brazil learn English and most countries taught English as a subject matter in schools. Setyaningsih and Kurniasih (2007) also argues that people around the world learn English whether in formal or informal educational institutions. Indonesia is one of those country which uses English as a foreign language. As a foreign language in Indonesia, English has several functions. Dardjowijojo (2003) states several important fuction of English, such as (1) as a means of international communication in every aspect of life, (2) as a medium for accessing new science and technology, (3) as a source of vocabulary for Indonesian development and moderenization, and (4) as a way for knowing English native speakers, their language, culture, and literature, and (5) as a means for getting knowledge from others. Besides, Coleman (2010) supports that there are several roles of English in society such as enabling the society to have broader job opportunities, doing international collaboration, accessing research and information, and also doing international mobilities for tourist, employees, and learners. Thus, because of those crucial functions, English is really important to be taught in Indonesia whether in formal or informal educational institutions.

People are recommended to learn a foreign language from early age. It is because learning a foreign language (especially English) from the early age will give a good result. As stated by Padmadewi, Nititasih, and Artini (2009) that learning foreign languages will be more effective if it is started in the early age. Children are active learners and thinkers, which means that young learners will

construct their own meaning or understanding actively and solve problems through their environments (Cameron, 2001). Young learners are also said that they are in golden age, the age where the children can learn something easily (Sukarno, 2008). Besides, Dardjowidjojo (1986) acknowledges that children are in critical age which means they will acquire a new language naturally, along with their biological growth and this ability will decrease when children enter their puberty. Thus, learning English from the early age is very important, because it will influence the language learning in the next stage. Learning English from the early age might also make the children mastering English better.

Teaching English to young learners cannot be separated from the teachers' role. The teacher especially English teacher should have pedagogical content knowledge or PCK (Shulman, 1986; Magnusson, Krajcik, & Borko, 1999). Pedagogical content knowledge is a combination between teachers' knowledge about the subject or the content and how to teach that content to the students. Shulman (1986) states that there are several aspects of pedagogical content knowledge such as subject matter knowledge, learners' conception, and instructional strategies. The subject matter knowledge/content knowledge in English language learning includes language awareness, knowledge about the language (grammar, pronunciation, vocabulary, etc), and also language proficiency. As stated by Kultsum (2017) that PCK is integrated with teachers' pedagogy and professional competencies. It means that the teachers should have pedagogical content knowledge (PCK) in order to make the teacher organizing the class and delivering the material well and creatively. Besides, the approach that is used in teaching English to young learners is different from the approach that is used in teaching English for adults. Therefore,

having a good pedagogical content knowledge is really important for the teacher, because it will make the teacher success in organizing the class and delivering the material to the students especially to young learners.

The practice of teaching English to young learners (TEYL) in Indonesia is already started from grade four of primary school. However, there are some problems arise. Based on the preliminary observation, most educational background of the primary school teachers are Primary Teacher Education Program. It means that the primary school teachers do not have English educational background. The other problem is also rised when the latest Indonesian national curricullum namely Kurikulum 2013 applied in Indonesia. English was still included as a local content in the previous curricullum namely Kurikulum Tingkat Satuan Pendidikan (KTSP), an Indonesian educational curriculum that was made in 2006. However, in Kurikulum 2013, the government eliminates English as a local content, which means that there are no national standards how English is taught in primary school. Yet, the primary schools are still given a freedom, whether they want to teach English to their students or not. It is based on the school policy and the needs of the students. Thus, the primary schools should make their own policy and curricullum in teaching English to their students.

The absence of English teaching standard brings certain impact. A study that was conducted by Hawanti (2014) found that English teachers' rely on textbook in teaching English to their students because there are no standards curriculum to guide their teaching process. They considered that texbook can substitute the curriculum because textbook contains informations, theme, the objective of teaching, materials, and exercise. In the preliminary study in one primary school in

Jembrana, it also found that the English teacher is also relied on students worksheet book and just used telling or lecturing method in teaching English to their students. The students are only asked to take a note of the vocabulary that the teacher taught to them. Whereas, the teachers should not only focus on the textbook or students worksheet book but the teachers should make the students learn and acquire the language contextually (Padmadewi, Nitiasih dan Artini, 2009).

There are several studies which about teaching English to young learners. Those studies emphasized on the use of the learning media (Aini, 2013), developing language learning environment to young learners (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 of TEYL (Listyariani, 2019). However those studies only emphasized on teachers' pedagogical knowledge and not focused on pedagogical content knowledge which about English as subject matter knowledge and knowledge of how to teach English for young learners.

Therefore, this study which about primary school teachers' perception and their implementation of pedagogical content knowledge in teaching English to young learners is important to be conducted. Someone's perception will affect his/her attitude about something and how they behave. Unfortunately, the relation between perception and its implementation are not always directly proportional. As what found by Dewi, Artini, & Padmadewi (2019) that there is an inconsistency between teachers' perception and the implementation of students' centered learning. Thus, in this study, by knowing teachers' perception about pedagogical content knowledge, it will give a conception about how deep the teachers' understanding

of pedagogical content knowledge. Then, the implementation of PCK also need to be investigated in order to ensure the teachers' perception, whether the perception is consistent or inconstant with the implementation. Thus, this research will examine this issue by involving primary schools English teachers in Jembrana, Bali.

1.2 Problem Identification

The elimination of English as a subject matter for primary school in Kurikulum 2013 raises several problems. First, there is no national standards that regulates how English is taught in primary schools. In addition, many primary school English teachers do not have qualification and do not follow teachers professional development in the field of English language teaching for young learners. Thus, it is likely that many teachers do not have enough pedagogical content knowledge in teaching English for young learners.

Furthermore, the previous studies more directed at teachers' pedagogical knowledge and how they implement that knowledge in the classroom. There is not many research which emphasizes on teachers' perception and the implementation in terms of pedagogical content. Whereas, if there is a finding that many English teachers in primary schools do not have a qualification for teaching English, then the research about teachers' perception and their implementation in terms of pedagogical content is important to be conducted. Thus, this study will enrich the finding of the previous studies which only emphasize on the pedagogical field.

1.3 Research Scope and Limitation

This study will be conducted in three primary schools in Jembrana which involves one teacher for each school, so there will be three teachers as the subject of this study. This study is focused on analyzing teachers' perception and the implementation of pedagogical content knowledge in teaching English to young learners. There are three aspects of Pedagogical Content Knowledge (PCK) to be analyzed in this study, such as subject matter knowledge, knowledge of young learners characteristics, and knowledge of instructional strategy in teaching English to young learners. In addition, this study is also examined the consistency between teachers' perception and their implementation in applying pedagogical content knowledge in teaching English to young learners.

1.4 Research Question

Based on the aforementioned background, the research questions can be described as follows:

1. What is the English primary school teachers' perception about pedagogical content knowledge in teaching English to young learner?
2. How is the implementation of pedagogical content knowledge in teaching English to young learner by the English primary school teachers in Jembrana?
3. How is the consistency between teachers' perception and the implementation of pedagogical content knowledge in teaching English to young learners by the English primary school teachers in Jembrana?

1.5 Research Objective

The specific objectives of this research are as follows:

1. Analyzing English primary school teachers' perception about pedagogical content knowledge in teaching English to young learners.
2. Analyzing the implementation of pedagogical content knowledge in teaching English to young learners by English primary school teachers in Jembrana, Bali.
3. Analyzing the consistency of teachers' perception and the implementation of pedagogical content knowledge in teaching English to young learners by English primary school teachers in Jembrana.

1.6 Research Significance

1.6.1 Theoretical Significance

The results of this study are expected to give additional sources and enrich the readers knowledge about teaching English in primary school, especially related with teachers' perceptions and its implementation of pedagogical content knowledge (PCK). In addition, this study is expected to give information about the comparison between teachers' perception and their implementation of pedagogical content knowledge in primary schools in Jembrana, Bali.

1.6.2 Practical Significance

This study is also expected to give practical significance which can give inspiration for the other researcher in their future study about teaching English in school. Besides, this study is expected to give inspiration for English teachers in

primary school to enrich their knowledge and increase their quality in implementing pedagogical content knowledge in teaching English for young learners.

