

CHAPTER I

INTRODUCTION

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

1.1. Research Background

In this globalization era, English becomes the foremost tool of global communication since its place as an international language. Gök & Rajala (2017) explained the definition of international language which means language that is widely used over the world to connect people who have a different native language. As mentioned by UKEssays (2018) that English is considered as an international language because English is the language that widely used in the world in which it is spoken by more than 1.5 billion people around the world. It is also supported by its official status over 60 countries where there are 150 million people who fluently speak English as a foreign language. Another reason is because English is used as a business language in which 84% companies want English as working language. In relation, as an international language, Coleman (2010) mentioned some essential roles of English in society, such as sustaining someone to have broader job opportunities, conducting international collaboration, retrieving research and

information, and carrying out international mobility of tourists, workers, and students.

Moreover, the importance of English language also cannot be neglected because of its utility in many aspects. As mentioned by Reddy (2016) that the importance of English can be seen through some aspects including business, education and in getting job. In the business field, he explained the importance of English that is to build international collaboration and be able to communicate with business parties abroad. English is also very important for university students because most of the books on any subjects are written and translated into English. By learning English, they can easily understand the book and get more knowledge from it. For finding job, English can be considered as an important thing because people with a good English knowledge will be easier to find a job in local and even overseas market. Additionally, people will be considered as a qualified applicant and get better position and salary if they have a good English knowledge. Furthermore, in the future, the capability of using English to communicate also will be required to compete in this globalized world.

The importance of English language in this society makes learning English is important and it must be taught as early as possible in order to achieve better results. This is supported by the children's development theory from Jean Piaget as cited in Shin (2009) children are considered as active learners and thinkers where children construct the knowledge by actively exploring the physical environment. Through exploring the environment by themselves, they will be easier to understand and longer to remember the

knowledge that they got. In line with it, Ghasemi and Hashemi (2011) also stated that the children learn the language faster, better, and the pronunciation of the words is almost the same as the native speaker. Thus, they can master English well and have better performance in using English. In line with it, learning English starts from early age is suggested by Prijambodo (2016) who stated the earlier of the learning English, the better of the result will be. He also mentioned some advantages of learning English starts from early age. Firstly, children tend to acquire language better than adults because they are willing to learn new sounds of new language without feel afraid and embarrassed if they are wrong. The children are also depending on others to help and support them in learning English. Secondly, learning English at an early age and including English subject on the curriculum become great idea because it can motivate the children to be more familiar with English and they will learn to communicate in English since young. Thirdly, learning English at an early age can give more time to the children to acquire the phonetic system even only a limited number of vocabularies. Since the children are good imitators, they can learn by imitating the phonetic systems from a model who has a good English knowledge. Thus, learning English in an early age is a good idea because it can make the children master the English language better and faster.

Relating to the children's development theory by Jean Piaget, teaching English to young learners has become a new trend in Indonesia. Besides, trend of TEYL in Indonesia is an attempt to support the country to respond the rapid development of globalization which uses English in many aspects. As the result

of that, English was included in *Kurikulum 2006* (KTSP) as a local content subject in public primary school. In the *kurikulum 2006*, English subject was taught for 4th until 6th grade students once a week. *Kurikulum 2006* (KTSP) was aimed to enhance students four English skills that are listening, speaking, reading and writing (Abduh & Rosmaladewi, 2006). In line with it, Sepyanda (2017) stated that including English subject in primary school is very helpful for the students when they are going to Junior High School. It is because the students had known the basic of English knowledge before learning the English materials that is more complicated in the Junior High School.

However, by the changing of national curriculum from *kurikulum 2006* into *kurikulum 2013* (K-13), English is not a compulsive subject to be taught in the primary school. English in primary school still can be taught if it is contextually needed in that area. As the result of that, there are still many primary schools that provide English to be taught for the students. It happens by considering the demand from the parents who want to build a strong foundation of English language for further education (Artini, 2017) and the needs of a tourism area which requires the people to be able to communicate by using English. For the real illustration is in Bali, English is still taught in many primary schools by considering the importance of English language in Bali as an international tourist destination which requires the people to be able to communicate by using English language. Additionally, English is considered as an important thing because it can help people to find a job in tourism field. Thus, by considering the importance of English, it is important to still provide and teach English as a subject in primary school.

Therefore, since English is not a compulsive subject in primary school, it makes some problems appear related to the teaching English in primary school. Firstly, there is no national standardization (in terms of instructional sets) for English in primary school. Consequently, the teachers are often in doubt about what and how to teach English for primary school students. In fact, teaching English to young learners has some principles or concepts which are standardized throughout the world, for example in the teaching principles, materials selection, assessment, and etc. Secondly, the English subject in primary school is still taught by using the same strategy with teaching English for Junior High School and Senior High School students. Actually, the learners' learning characteristics of primary school students with junior high school students are different. That is why the teacher must know the characteristics of primary students in order to facilitate their characteristics with an interesting yet meaningful activity (Padmadewi, Nitiasih, & Artini, 2009). Thirdly, as the elimination of English for primary school in *Kurikulum 2013*, the schools that still provide English to the students has to make their own policy that based on the schools' management. Consequently, most of the schools hire the teachers who are graduated from PGSD (Primary School Teacher Education) who do not have sufficient English knowledge background. In relation to this, Listyariani, Artini, and Padmadewi (2018) stated that most teachers who have the responsibility for teaching English to young learners in some primary schools seem do not have special qualification to teach English to young learners. Furthermore, Habibi and Sofwan (2015) also stated that most of teachers who teach English to young learners are not qualified enough in terms

of professional and pedagogical competence. Therefore, the teacher's competence is very important to be owned in order to make English language learning successful.

The teachers who teach English to young learners are expected to have English background knowledge and an experience of working with young learners who have different learning characteristics with adult learners. It is because the qualified teacher will be able to deal with the children and develop the knowledge that they already had maximally (Habibi & Sofwan, 2015). Meanwhile, still there are some primary schools that provides English subject and it is taught by homeroom teacher who does not have English background knowledge. As the example, Listyariani (2019) revealed a primary school in Jembrana Regency, Bali. This school still provides English subject for the students because the principal wants to prepare their students to learn English in Junior High School. Due to the absence of teacher who has English background knowledge in the school, the principal gives the responsibility to the homeroom teacher. All of the learning instructions including syllabus and lesson plan are downloaded from the internet without being adjusted to the students' needs. In fact, when the teachers realize the students' characteristics and needs, they can design a good learning instruction and implement it in the class effectively. It will make the students develop their competency maximally. Thus, the teacher must have competence both the knowledge about lesson content which is English, the characteristics of the primary school students and how to teach the content to the students. This competence is

known as pedagogical content knowledge or PCK (Magnusson, Krajcik, & Borko, 1999; Shulman, 1986).

Pedagogical content knowledge is the combination of teacher's knowledge about the learning content and about how to teach that content to the students based on the students' level of English knowledge. The approach to teach English for young learners should be different from the approach to teaching English for adult learners. In relation, Shulman (1986) explained that there are several aspects of pedagogical content knowledge such as subject matter knowledge, learners' conception, and instructional strategies. He explained that subject matter knowledge is the representation of teacher's knowledge related to the subject that is taught. In English learning context, subject matter knowledge consists of two aspects, namely language awareness and language proficiency. Andrews (2001) explained language awareness as the teacher's knowledge about the nature of the language such as grammar, pronunciation, vocabulary, and etc. and language proficiency is explained as the teacher's knowledge about the use of language, including the ability in speaking and writing by using English. Moreover, teaching English to young learners is different from teaching English to adult learners. That is why the teachers must have knowledge about the young learners' learning characteristics. It must be owned by the teacher in order to determine and design a good learning strategy to be implemented in teaching English to young learners. Thus, PCK is very important because it would help the primary English teacher to design a contextual syllabus for the students and create an

interesting learning activity to facilitate students' characteristics (Magnusson et al., 1999; Shulman, 1986).

In relation to the teachers' pedagogical content knowledge in teaching English to young learners, the researcher conducted a study about the perceptions and implementation of PCK in teaching English to young learners. The researcher also conducted this study to examine the relationship between the teachers' perceptions and implementation of PCK. As the reference, there are several studies that have been conducted previously related to teach English to young learners. This study conducted with emphasis on the use of learning media (Aini, 2013), the use of traditional game in teaching English to young learners (Rusiana & Nuraeningsih, 2016), teaching English to young learners through a good learning environment (Artini, 2017; Putra, 2015), learning model based on culture for primary school in Bali (Padmadewi et al., 2009) and the perceptions and implementation of teaching English to young learners (Agustini, Artini, & Padmadewi, 2019; Listyariani et al., 2018). The previous studies have found the teachers' pedagogical aspect and the perceptions as well as the implementation of teachers' pedagogical knowledge in teaching English to young learners. In addition, it also focused on the teachers' challenges in teaching English to young learners. However, those studies did not emphasize on the consistency between teacher's perceptions and implementation in terms of pedagogical content knowledge. Thus, research on teacher's perceptions and implementation of PCK in teaching English to young learners need to be conducted. Additionally, the current research that emphasizes on the analysis of the consistency between teachers' perceptions and implementation of PCK

need to be conducted in order to know the relationship between the teachers' perceptions and implementation of PCK. This research will examine this issue by involving primary school English teachers in Buleleng regency.

1.2. Problem Identification

Due to the elimination of English from the curriculum, there is no national standard that regulates how English is taught in primary school. Additionally, many English teachers in primary school do not have qualifications or follow the professional development for the teachers in the field of teaching English for young learners. Therefore, it is likely many English teachers do not have sufficient pedagogical content knowledge of learning English at an early stage for teaching English.

Besides, the previous studies were more focused on the teacher's pedagogical knowledge and how they implement it in the class. However, there are not many studies that emphasize into the perceptions and implementation seen from the aspect of pedagogical content knowledge aspect. Thus, this research will enrich the findings of the previous studies, which are more emphasized only in the pedagogical field.

1.3. Limitation of The Study

This study is limited only focus on the teacher perceptions toward the pedagogical content knowledge of the early childhood English Language learning, how pedagogical content knowledge is implemented in teaching

English to young learners and how is the consistency between perceptions and implementation of pedagogical content knowledge in teaching English to young learners by the primary school English teachers in Buleleng. This study is conducted in Buleleng regency with three primary school English teachers from three different primary schools.

1.4. Research Questions

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

1.5. Research Objectives

This study is aimed to describe:

1. The perceptions of pedagogical content knowledge in teaching English to young learners by primary school English teachers in Buleleng regency.
2. The implementation of pedagogical content knowledge in teaching English to young learners by primary school English teachers in Buleleng.

3. The consistency between perceptions and implementation of pedagogical content knowledge in teaching English to young learners by primary school English teachers in Buleleng.

1.6. Research Significances

There are theoretical and practical significances:

1.6.1. Theoretical Significance

The result of this study is expected to be able to enrich resources and knowledge about English learning in primary school, especially related to the teacher's perceptions about English in primary school and its implementation, and to provide more information about the consistency between perceptions and implementation of pedagogical content knowledge in a primary school in Buleleng.

1.6.2. Practical Significance

The result of this study is expected to be able to inspire other future studies in English learning in the school field. Besides, this result also can give inspiration for the English teachers in primary school to always develop their knowledge and quality of implementation pedagogical content knowledge of English learning at an early age in the class.

1.7. Definition of Key Terms

1.7.1. Theoretical Definition

1. Perceptions

According to Démuth (2016) perception is the process of acquiring and processing of information in order to interpret and understand something. In addition, according to Qiong (2017) the word “perception” comes from Latin words which are perception and percipio, which means receiving and gathering an action of taking possession with mind. The people will process and acquire through sense of the world to make themselves safe. In short, perception is an ability of processing, organizing, and acquiring the information in order to construct meaning and interpretation about something.

2. Implementation

The word of implementation comes from Latin “Implere” which means to carry out something (Peters, Agyepong, & Tran, 2013). They also explained that implementation is the act of executing the plans that can be program, theory, or something related to the study into the outcomes. in relation, implementation is also defined as a set of specific activities that planned to execute a certain program (Fixsen, Naoom, Blase, Friedman, & Wallance, 2005). Moreover, Lane (1979) stated that the process of implementation is the process of executing something in order to get the outcomes of the plans designed. Further, from those theories of implementation that are proposed by some experts, it can be inferred that

implementation is the act to carry out the plans that can be program or theory into the real conditions in order to get the outcomes.

3. Pedagogical Content Knowledge

Shulman (1986) stated that pedagogical content knowledge is the teachers' knowledge about the way of teaching particular subject in a particular way in order to improve the students understanding toward the subject. PCK consists of three components, namely subject matter knowledge, knowledge of young learners' characteristics, and the knowledge of instructional strategy for young learners. Subject-matter knowledge refers to the teacher's deep understanding of the subject itself, not only about the concepts but the systematic structure of the subject. Knowledge of young learners characteristics defines as the teachers' knowledge of the learners characteristics, learning characteristics, learners' needs, motivation, and learning style. Moreover, knowledge of instructional strategy for young learners is the teachers' knowledge related to design an interesting strategy, classroom management, and organization and as well as the approach being implemented in the class.

1.7.2. Operational Definition

1. Perception

Perception is the ability of processing, organizing, and acquiring the information in order to construct meaning and interpretation about something.

In this research, the focus is the English teachers' perceptions of PCK in

teaching English to young learners. Since there are three components of PCK in teaching English to young learners, teachers' perceptions of those components in teaching English to young learners are analyzed. Thus, the points are the English teachers' perceptions of subject matter knowledge, knowledge of young learners' characteristics, and knowledge of instructional strategy in teaching English to young learners.

2. Implementation

The implementation of pedagogical content knowledge in teaching English to young learners means the English teachers are able to execute the plan or strategy in teaching English to young learners regarding to the three dimensions of PCK. Firstly, regarding to the subject matter knowledge which consists of language awareness and proficiency, the teachers must enable to execute their knowledge about subject matter in the classroom. Secondly, the teachers must implement a certain strategy to facilitate or deal with the young learners' characteristics. Thirdly, the knowledge of instructional strategy must be executed in order to lead the young learners to have meaningful learning yet interesting and motivating for the students.

3. Pedagogical Content Knowledge

PCK is the English teachers' knowledge about the way of teaching particular subject in a particular way for young learners. In this research, the English teachers knowledge related to the three dimensions of PCK in teaching English to young learners was measured. The English teachers gave

their perceptions of three dimensions PCK in teaching English to young learners. The English teachers' implementation related to the three dimensions of PCK was also measured. Further, the consistency between the English teachers' perceptions and implementation of three dimensions of PCK in teaching English to young learners was also measured in order to know the relationship between the teachers' perceptions and implementation.

