

CHAPTER I

INTRODUCTION

1.1 Research Background

In this 21st century, there are 4C skills which are important to be mastered by people. One of them is communication skill, therefore language is one of the most important skill to be learned and practiced. English is one of important language all around the world. One of the reason is the role of English as an International Language (EIL). Smith (1976) (as cited in Nicholson, 2015) was the first person who proposed the term EIL and defined it as a language that is used between members with different 'lingua cultures'. It is a language which used by people to communicate in international contexts, especially between speakers who do not speak the same language (Nicholson, 2015). Both of native and non-native speakers, of English Language are large and widespread all around the world. Moreover, it seems that the amount of non-native speakers are bigger than the native speakers themselves. In addition, Crystal (2003) also stated that English is the language which is most widely taught as a foreign language in over 100 countries. Therefore, English has becoming the most important foreign language to be learned because it is used as the communication tools in international context.

In relation to the importance of English as International Language, Indonesian government already include English subject in the education, ever since primary school level. In previous curriculum, Kurikulum 2006 (KTSP), English subject was still included in the local subject which is taught in the

public primary school, from 4th until 6th grade. The children's development theory by Piaget stated that children are the active learner and thinker. Giri, Artini & Padmadewi (2018) stated that the purpose of providing English subject in primary schools in Indonesia is to make children able to understand the English language at their early stages. They also stated that it is beneficial and effective to teach English since an early age because children' brain is easy to absorb a new language. Consequently, teaching English Language as early as possible is important to be conducted.

Meanwhile, in the current curriculum, 2013 curriculum, English is not included as the local subject by the government which means English is not obligated to be taught in the school. Nevertheless, schools are still allowed to include English in their curriculum if it is contextually needed and its arrangement will be in accordance with the school management policies. The real example is the schools which are located in Bali. In Bali there are several international schools and also public primary school which still provide English in their schools, e.g. Wood School Bali in Gianyar, SD 3 Banjar Jawa in Buleleng, and Jembatan Budaya School in Gianyar. English is considered important to be learned to help the people in applying for a job, especially in tourism, and Bali is a tourist destination. Thus, learning English is still offered by most primary schools in Bali.

The elimination of English in Primary schools from 2013 curriculum cause several problems. First of all, there is no national standards (in terms of instructional sets) for English in primary schools. Actually, in teaching English for young learners, there are several principles or concepts which are

standardized throughout the world, for example in terms of teaching principles, materials selection, assessment, etc. Moreover, the elimination of English subjects in the national curriculum forces the primary schools that still provide English to their students to make their own policies based on school's management policies. Thus, many of these schools employ PGSD (Primary school teacher education) graduate teachers to teach English. These teachers do not have sufficient background knowledge about English. Most teachers who are responsible for teaching English in primary schools do not seem to have special qualifications to teach English to young learners (Listyariani, 2019). Teachers' competence is one of important thing in Teaching English for Young Learner. It is one of the keys for the successful of English learning in primary school because at this stage the foundation of learning English is established which may affect the next stages. Any errors or misunderstood concept at this stage may be carried throughout life (Padmadewi, et al, 2009). Therefore, many important factors, including teacher competence, must be taken into account in teaching English to young learners.

Young learners are dependent on their teacher. Therefore, Bland, et al (2015) stated that teacher has to have a proper and qualified education background. In teaching English at primary schools, English teacher should have the competence of teaching English to young learners. This is because children have their own characteristics which made it is different from the adults. Bland, et al (2015) also stated that children still do not have many common learning strategies and need to learn strategies while they are learning language. It is challenging for teachers. They must extend their skills and their

language competence, and even additionally develop or search for suitable materials for teaching young learners (Bland, et al, 2015).

Furthermore, teacher is required to have balance knowledge both of theory and practice to teach young learners (Giri, et al, 2018). However this ideal expectation is not always what we observe in the field. Listyariani (2019) mentioned an example of a school in Jembrana Regency, Bali. One of the school principals being interviewed reported that he gives the responsibility to the homeroom teacher to teach English to the students, because the school does not have a teacher who has English language education background. Therefore, the homeroom teacher try to download learning instructions (syllabus and lesson plans) from the internet without adjusting to the students' needs and characteristics. When the teachers have the competence to teach English to young learners, they should have realized students' characteristics and needs and develop good learning instructions to be implemented in the class. In short, teacher should have the knowledge of subject matter and the knowledge of teaching principles to teach the subject matter. These knowledge has been known as Pedagogical Content Knowledge (PCK) as defined by Shulman, (1986) and Magnusson, Krajcik, & Borko (1999).

Pedagogical Content Knowledge is a combination of teacher's knowledge about lesson content and how to teach that content. Thus, the approach used to teach English to young learners is different from the approach used to teach English to adult learners. Shulman (1986) stated that there are several aspects of pedagogical content knowledge, such as the representation of knowledge related to subjects (subject matter knowledge), the concept of

learners (learners' conception), and teaching strategies (instructional strategies). In English lessons, the thing which is referred to subject matter knowledge/content knowledge is language awareness, the knowledge of languages such as grammar, pronunciation, vocabulary, etc. and language proficiency, language mastery which is proficient in speaking and writing in English (Andrews, 2001)

Several research on TEYL have been conducted. These research emphasize the use of media (Aini, 2013), teaching English through a good learning environment (Putra, 2015; Artini, 2017), teacher's knowledge and the challenges in language teaching (Arikan, 2015; Rahayu, 2016), the use of games (Rusiana & Nuraeningsih, 2016), perceptions of teachers about the importance of english for young learners (Oktaviani & Fauzan, 2017), findings of a study which was undertaken at primary schools in Indonesia about the English teachers' competence (Sikki, et al, 2013) and also about teachers' perceptions and practices on teaching (Listyariani, 2019,).

Several studies have found how teachers' perceptions regarding their way of teachings/ pedagogical knowledge and what they do in class (for example: Listariani, 2019; Sikki, et.al, 2013). However, not many researchers who emphasizes on pedagogical content knowledge, which covers more than just knowledge of teaching but also knowledge of subject matter. The scarcity is even higher on the investigation on the consistency between teachers' perceptions and practices in terms of pedagogical content knowledge in the context of teaching young learners. Furthermore, knowing the consistency is necessary as person's perception will affect his attitude toward something and

how he/she will acts. Unfortunately, the relationship between perception and practice is not always directly proportional (Utami, 2018). There is possibility that the teacher has a positive perception toward an English learning concept but does not implement it in the class. Thus, it is very important to know the consistency between English teachers' perceptions and practices in primary schools. This research will examine this issue by involving primary school English teachers in Gianyar.

1.2 Problem Identification

As a result of the elimination of English from the Curriculum, *kurikulum 2013*, there is no national standard that standardizes how English is taught in primary schools. Moreover, many English teachers in primary schools do not have the qualifications or join the professional development for teachers in the teaching English for Young Learner field. Thus, many English teachers do not have sufficient pedagogical content knowledge of teaching English to young learners to teach English in class.

In addition, previous studies have focused more on teachers' pedagogical knowledge and how they implement it in the classroom. There is not much research emphasize on the perceptions and practices, seen from the aspects of pedagogical content knowledge. However, with the findings that many primary school English teachers in Bali still do not have the qualifications of English language education, therefore research on their perceptions and practices viewed from pedagogical content needs to be done. Consequently, this proposed study will enrich the findings of previous studies which only emphasize the pedagogical field.

1.3 Research Limitation

This research focus on find out the Primary School English teachers' perceptions in Gianyar regency about pedagogical content knowledge of Teaching English to Young Learner, the implementation of Pedagogical Content Knowledge of Teaching English to Young Learners by Primary School Teachers in Gianyar and the consistency between the perceptions and implementation of pedagogical content knowledge of Teaching English to Young Learner by primary school English teachers in Gianyar. The perceptions and implementation are seen from 3 aspects 1)The knowledge of English Language (subject matter), 2) The knowledge of young learner's characteristics and 3) The use of instructional strategy to teach English to young learners. In addition, this research only focus on the primary school English teacher in Gianyar regency that include 2 primary school English teachers from 2 different schools in Gianyar regency.

1.4 Research Questions

1. How are perceptions of pedagogical content knowledge of teaching English to young learner of primary school English teachers in Gianyar described?
2. How is the implementation of pedagogical content knowledge of teaching English to young learner conducted by primary school English teachers in Gianyar?
3. How is the consistency between the perceptions and implementation of pedagogical content knowledge of teaching English to young learner by primary school English teachers in Gianyar?

1.5 Research Objectives

This study was conducted to describe:

1. The Perceptions of Primary School English teachers in Gianyar regency about pedagogical content knowledge of teaching English to Young Learners.
2. The implementation of pedagogical content knowledge of Teaching English to Young Learners by primary school English teachers in Gianyar.
3. The consistency between perceptions and implementation of pedagogical content knowledge of Teaching English to Young Learners by primary school English teachers in Gianyar.

1.6 Research Significance

1. Theoretical Significance

The results of this study are expected to be able to give some additional resources and enrich the knowledge about English Language Teaching (ELT) in primary schools, particularly related to the teacher perceptions about English in primary schools and their implementation, as well as to provide the information about the consistency between perceptions and implementation of pedagogical content knowledge in primary schools in Gianyar.

2. Practical Significance

The results of this study are expected to inspire the future studies in the field of English Language Teaching (ELT) in schools. Moreover, this research can give the inspiration for the primary school English teachers to always improve the

knowledge and quality of the implementation of pedagogical content knowledge in Teaching English to Young Learners in the class.

1.7 Definition of Key Terms

1.7.1 Theoretical Definition

1. Perception

Perception means a process of obtaining and processing an information (Démuth, 2012). Moreover, the teachers' perception is also identified as a process stimulus of people giving the argument about what they think after seeing about a situation or a thing (Maria, Nur, & Dias, 2019). Further, Qiong (2017) stated that people will give response to the stimuli which they have identified and recognized before. The process of recognizing and give a response will be different. Thus, every person may have different perception toward a same thing.

2. Implementation

Fixsen, et al. (2005) stated that implementation can be defined as a set of activities that designed and planned to put into practice. Further, implementation is done to achieve goals that already set beforehand and see what outcomes are (Corchón, 2015). Thus, implementation means an action of execution the plan, decision, or idea that has been made to be integrated to accomplish certain goals.

3. Pedagogical Content Knowledge (PCK)

Pedagogical Content Knowledge (PCK) is identified as the teachers' understanding of the subject matter and how they can transform it into a

comprehensible material for students during teaching and learning process (Al-Jaro, Asmawi, & Hasim, 2017). Moreover, there are 3 components of PCK namely, 1) the knowledge of subject matter, 2) the knowledge of learners' conceptions or characteristics, and 3) the knowledge of instructional strategy. First, the knowledge of subject matter refers to the teachers' knowledge regarding the subject that they will teach. Second, the knowledge of learners' conceptions or characteristics refers to teachers' knowledge of the learners that they are going to teach. Last, the knowledge of instructional strategy refers to teachers' knowledge about strategies used in teaching.

1.7.2 Practical Definition

1. Perception

Perception is identified as a belief or opinion which often held by many people and based on how they see and understand the things. Perceptions in this study are defined as perceptions on the knowledge of subject matter, knowledge of young learners' characteristics, and knowledge of instructional strategies for teaching young learners. Moreover, as teachers, having a good perception about teaching and learning is truly needed. In this study, having good perceptions of PCK in the TEYL context becomes the concern.

2. Implementation

In this study, implementation refers to English teachers activities, what they do in order to execute their plan in teaching English to young learners regarding the three components of PCK namely, the subject matter,

young learners' characteristic and the use of instructional strategies in teaching. Therefore, implementation in this study means the teachers' action of execution the plan, decision, or idea that has been made related to their PCK that are integrated to accomplish the learning goals.

3. Pedagogical Content Knowledge (PCK)

Pedagogical Content Knowledge (PCK) in this study refers to pedagogical content knowledge in the context of teaching English to Young learners. Therefore, it is the integration of Pedagogical content knowledge includes 1) the knowledge of English Language (subject matter), 2) the knowledge of young learner's characteristics and 3) the use of instructional strategy to teach English to young learners. Firstly, the knowledge of subject matter includes English Language proficiency and language awareness. Secondly, characteristics of young learners includes having a high level of curiosity, creating meaning from their experiences, having a short attention and easy to get bored, and focusing on the real situation and context. Thirdly, the use of instructional strategy includes teaching through visual, teaching in contextually, teaching through motivated and fun activity and can stimulate the students' participation, providing the enjoyable learning environment, and doing some effort that can affect the students' achievement in many aspects.