

PEDAGOGICAL CONTENT KNOWLEDGE OF TEACHING ENGLISH TO YOUNG LEARNERS: THE DEGREE OF CONSISTENCY BETWEEN ENGLISH TEACHERS' PERCEPTIONS AND IMPLEMENTATION

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Abstract

The study aimed at analyzing English teacher perceptions and its implementation of *Pedagogical Content Knowledge* (PCK) of teaching English for young learners and the comparison between teachers' perceptions and its implementation by English Primary School in Denpasar. This research used mixed method design with a qualitative dominant. The subjects of this research were three teachers from three different schools in Denpasar who taught English for young learners. Convenience sampling techniques was used in selecting subjects and schools. This research used 4 instruments to get the data, namely: the researcher (2) questionnaire of teachers' perceptions of pedagogical content knowledge, observation sheet to record teachers' PCK implementation and (4) interview guide. The result showed the average score of teachers' perceptions was 3.85 which categorized as high with the interval 3.3335 M 4.0005. The average score teachers' implementation was 8.85 which categorized as low with the interval 7.84

M 13.06. In addition, the study found discrepancy between teachers' perceptions and its implementation. Since the perceptions was in a *high* category and the implementation was in a *low* category, this comparison falls in a *no consistency* category. Such discrepancy caused by the lack of teaching preparation, the uninteresting teaching strategy which included few to no media and the monotonous teaching sources. Teacher professional awareness to do Continuing Professional Development (CPD) for English teachers at primary education needs to be reinforced as an effort of quality assurance.

Key words: teachers' perceptions, pedagogical content knowledge (PCK), teaching English, young learners.

INTRODUCTION

English has an important role in many aspects such as allowing wider job opportunities, conducting international collaborations, accessing research and information, and enabling international mobility (Coleman, 2010). Huda (2000) states that there are five factors that make

English an international language, namely: (1) the internal linguistic features, (2) the large number of speakers, (3) the geographical distribution of its speakers, (4) the important role in various fields such as politics, international diplomacy, economics and business, science and technology, and culture, and (5) the international users from countries that currently dominate world affairs economically, politically, and culturally. These factors are considered valid indicators of an international language. In Indonesian context, Lauder (2008) adds important functions of English, those are (1) as a means of international communication in almost all aspects of life, (2) as a medium for accessing new scientific and technological knowledge, (3) as vocabulary sources for the development and modernization of Indonesia and (4) as a way to get acquainted with native speakers of English, their language, culture and literature, or (5) as a means to gain knowledge from others.

Despite these important functions of English, the most recent national curriculum in Indonesia, the 2013 curriculum eliminates English lessons from the list of local content lessons in elementary schools. This is unlike, the previously implemented curriculum, the 2006 Curriculum (KTSP), which included English subjects in the primary school curriculum as local content, taught from grades 4 to 6. While in 2013 Curriculum, the government did not incorporate English subjects as local content in the curriculum which means English subjects are not required to be taught in schools. Nevertheless, this does not mean to omit the opportunity of learning English in primary level entirely; schools who considered English lesson to be contextually important is allowed to include English in their curriculum. The most obvious example is elementary schools in Bali, an international tourist destination. The majority of elementary schools in Bali still include English as a subject matter. This is because English is considered important to facilitate them in finding a promising tourism job. Besides, the increasing demands from parents to start introducing English reinforce school to keep including English in their curriculum. The problem of the elimination of English in Primary schools from the 2013 Curriculum is the absence of national standards (in terms of instructional sets). Thus, elementary schools that still provide English for its students hire teachers to teach English in accordance with the school management policies. Unfortunately most of these teachers, who teach English in primary schools in Bali, have no English education qualification. Thus, many of these schools employ PGSD graduate teachers who do not have sufficient background knowledge about English. Most of the teachers who are responsible for teaching English in some elementary schools do not seem to have sufficient qualifications to teach English for early childhood students (Listyariani, 2019).

Actually, in teaching English for young learners, there are several principles or concepts that are standardized throughout the world, for example in terms of teaching principles, choice of materials, assessment, etc. In fact, early childhood students have special characteristics and needs for learning English as Juhana (2014) stated that teachers need to know and consider the characteristics of young language learners and have to be aware of the essential principles of good learning materials for young learners to facilitate them in learning English as a foreign language.

Therefore, knowing teaching approaches that are appropriate to the characteristics of young learners is essential. Teachers should have knowledge of pedagogic content or what is known as PCK (Pedagogical Content Knowledge), (Shulman, 1986; Magnusson, Krajcik, & Borko, 1999). Pedagogical Content Knowledge is a combination of teacher knowledge about lesson content and about how to teach that content. The approach to teach English for young learners is different from the approach to teaching English for adult students. Shulman (1986)

states several aspects of pedagogical content knowledge such as the representation of three knowledge: *subject matter knowledge*, *the concept of learners* (learners' conception), and *teaching strategies* (instructional strategies). In the context of English teaching, the subject matter knowledge or content knowledge involves *language awareness*, the knowledge of languages such as grammar, pronunciation, vocabulary etc. and *language proficiency*, the language mastery such as being proficient in speaking and writing in English (Andrews, 2001). According to Kultsum (2017), pedagogical content knowledge is the integration between content knowledge and pedagogical knowledge of teachers in delivering subject matter based on ability and interest of learners. Indonesian curriculum was updated in 2013 and the governments requires teacher to help students better understand about the content knowledge and skills related to the generic structure, social function, and language features in arrange of several types of text in English included recounts, procedures, descriptions, and factual reports (Faisal, 2015).

Previous research has investigated teachers' knowledge. (Ibrahim, 2016) had conducted a research knowledge of the subject, teaching strategies and knowledge of learners' conceptions. The study showed that each teacher that has been observed had their own strength and weaknesses in teaching skills. As the final result, those four teachers had different knowledge of how to identify the conceptions of learners even though they had many years' experience as English teachers and often observed other colleagues. Liu (2013) also conducted a research on the pedagogical content knowledge of a university faculty member in order to teach Second Language Acquisition to elementary teacher candidates. The study suggests that pedagogical content knowledge brings a positive impact in the learning process but the standardization of the pedagogical content knowledge implementation is suggested. Teacher education should provide the standard of pedagogical content knowledge.

Previous research has suggested that knowledge about pedagogical content is essential to be investigated as it is essential knowledge to be mastered by teachers. (Utami et al., 2019) mentions that teachers' perceptions and practices may not be proportional. This means what teachers admit to know may be different from how they implement it. Looking at the condition of primary schools in Bali, which mostly employ teachers with no English education background to teach English (Listyariani, 2019), study on their perceptions and implementation of Pedagogical Content Knowledge (PCK) needs to be further conducted. Thus, this study aimed at investigating teachers' perceptions and implementation of PCK and analyzing the degree of their consistency.

METHOD

The design of this study is a mixed method. The design used mixture of data collection and analysis. The type of mixed method used in this study is an embedded mixed method design with a qualitative dominant. In this study, the researchers have combined one data set with another to make it mutually related and supportive. The researchers embedded secondary data forms in larger studies that have different data forms as primary databases, and secondary databases provide a supporting role in this study (Creswell, 2014). There are two types of data, namely quantitative and qualitative data. To make it clearer, the illustration is displayed in the following image.

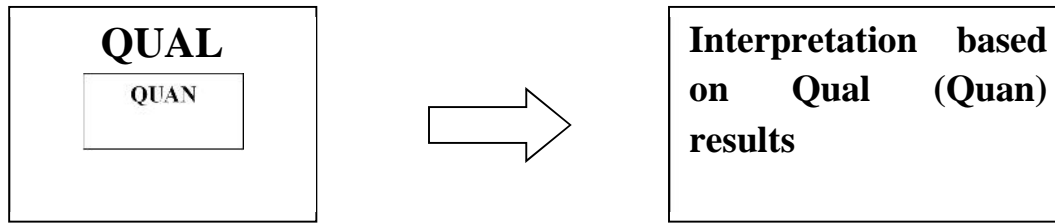


Figure 1. The Embedded Design Analysis Proposed by Creswell (2014)

As the picture showed, it means that qualitative design is more dominant than quantitative design because quantitative design is embedded in qualitative design. The subjects of this study were English teachers at primary schools in Denpasar from three different schools. Teachers and schools selection was carried out using convenience sampling techniques. Convenience sampling (also known as availability sampling) is a specific type of non-probability sampling method that relies on selecting the subject because of its easy accessibility and proximity to the researcher (Creswell, 2014). In this study, data were collected from teachers who are willing to participate in the study. The object of the study is the primary school teachers' perceptions and implementation of pedagogical content knowledge, as well as the comparison of the two.

The data collection instruments were questionnaire, observation sheet and interview guide. The content of instrument refer to the theory of PCK such as the concept of subject matter knowledge from Andrews (2001), the concept of young learners from (Juhana, 2014), the strategies when teaching young learners' theory from (Cakir, 2004), and theory of media usage impact from Medwell et.al., (2009). Instrument content validation was also conducted by involving 2 judges and applying cross tabulation from Jansen & Jansen (2000).

The perceptions data were collected through a questionnaire. After analyzing the data from the questionnaire, the researcher observed the teachers implementation in teaching in the class. Then, the information collected used to conduct interviews to confirm the findings the questionnaire and observation. The observation was conducted twice for each teacher. It was analyzed through calculating the frequency of the implementation in each component of pedagogical content knowledge in teaching English for young learners that have been seen. Both perceptions and observation data were calculated quantitatively using formula by Koyan (2012) and then was interpreted qualitatively by using qualification from Arikunto (2003).

To do this, ideal Mean (Mi) and Ideal Standard Deviation (SDI) were calculated to be able to determine the categorization of perception and implementation of PCK. The formula Mi and SDI were displayed as follows. The max score was the highest perception score /implementation frequency and the min score was the lowest perception score/ implementation frequency.

$$Mi = \frac{1}{2} (\text{max. score} + \text{min. score})$$

$$SDi = \frac{1}{6} (\text{max. score} - \text{min. score})$$

After obtaining the results of Mi and SDI, the categorization of the results for the observation sheet is formulated. Can be seen in table 1

Table 1. Level Categorization Guidelines for perception and Implementation of PCK

No.	Criteria	Categorization
1.	$M_i + 1.5 SD_i < M < M_i + 3.0 S_{di}$	Very high
2.	$M_i + 0.5 SD_i < M < M_i + 1.5 S_{di}$	High
3.	$M_i - 0.5 SD_i < M < M_i + 0.5 S_{di}$	Moderate
4.	$M_i - 1.5 SD_i < M < M_i - 0.5 S_{di}$	Low
5.	$M_i - 3.0 SD_i < X < M_i - 1.5 S_{di}$	Very low

(Adopted from Koyan, 2012)

Furthermore, if the data from the questionnaire and its implementations have been analyzed, the correlations of them could be seen. These relationship was triangulated through interviews to the subjects. The results of the interviews were analyzed with an interactive analysis model proposed by Miles and Huberman (1994). There are 4 steps in this model, such as data collection, data reduction, data display, and drawing conclusions or verification. To make it clearer, an illustration of an interactive analysis model is presented in Figure 2 below.

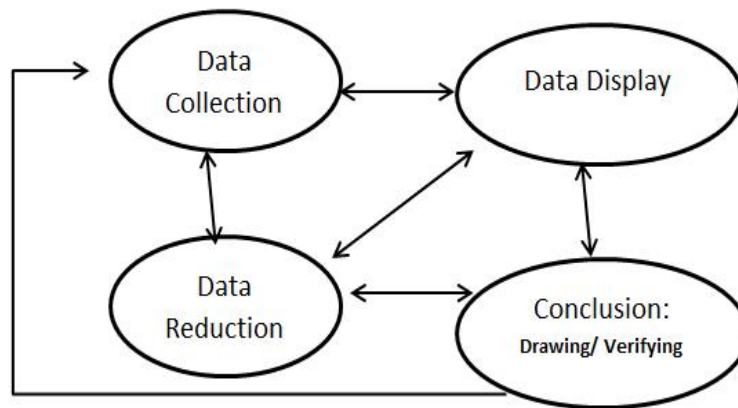


Figure 2. Interactive Model Analysis Images According to Miles and Huberman (1994)

The researcher verified the data in order to avoid bias in the results of the study. In order to make the data trustworthy, the researcher used triangulation. The forms of triangulation were the use of multiple methods of data collection, multiple subjects and multiple investigators. In addition, to confirm findings theory triangulation was used. The first theory is pedagogical content knowledge by (Shulman, 1986), and then also used other theories about language awareness and language proficiency (Andrews, 2001). The second theory is about characteristics of young learners by Juhana (2014). The third theory is the importance of teaching strategies by (Cakir, 2004; Medwell et al., (2009). Besides, previous research were also used to understand the findings.

FINDING AND DISCUSSION

There were three research questions that the researcher tried to answer in this study. The first questions was to analyze the perceptions of primary school English teachers about Pedagogical Content Knowledge of teaching English to young learners. The second was to

observe the implementation of Pedagogical Content Knowledge in teaching English to young learners. The third was to compare the perceptions and implementations of primary English teachers about pedagogical content knowledge in teaching English to young learners.

To answer the first research question, the researcher used questionnaire which consisted of 50 statements that have been filled by the subjects. After analyzing the data, the result of teachers' perceptions toward pedagogical content knowledge in teaching English for young learners in Denpasar was categorized as strong since the average score was 3.85 within the interval 3.3335 M 4.0005. There were three components which have to be analyzed. The first component was The Knowledge of Subject Matter which had a strong perception. The second was The Knowledge of Young Learners' Characteristics which had very strong perception. and the third was The Use of Learning Strategies for Young Learners which had strong perception. This result indicates those three subjects had favorable perception about the concept of pedagogical content knowledge.

Furthermore, this results indicates that the three subjects had a good understanding regarding the concept of pedagogical content knowledge in teaching their students. Ideally this should implicates their practice as they should be able to solve the problems that might occurred in the class. This assumption is in line with what Aimah & Purwanto (2018) view that without having the pedagogical content knowledge, the teachers could not prepare his/her teaching well. Faisal (2018) also mention that teachers who have good conception of teaching are inclined to help students achieve their goal in learning. Thus, teachers act not only as a knowledge source but also as a facilitator in learning.

To answer the 2nd research question the researcher used observation sheet and taking note regarding PCK implementation. Aimah & Purwanto (2018) state that PCK conception should be built through the teaching practices in the classroom by facing the students' problems with the various different characteristics. Hence, the concept of PCK and implementation of PCK should ideally be correlated. However, after doing the observation on the implementations, the researcher found discrepancy between perceptions and implementation. The average score of implementation was 8.85, which is within the interval 7.84 M 13.06. This categorized as low. Table 2 shows detail comparison between perceptions and comparison in each component of PCK.

Table 2. Summary of Teachers' Perceptions and Implementations of PCK

No	Components of PCK	Perceptions		Implementations	
		Average	Category	Average	Category
1.	The Subject Matter Knowledge	3.95	High	16.082	Moderate
2.	The Knowledge of Young Learners' Characteristics	4.054	Very High	6.125	Very Low
3.	The Use of Learning Strategies for Young Learners	3.5336	High	4.38	Very Low
Total		3.85	High	8.85	Low

The summary findings presented in table 2, showed big discrepancy between perceptions and implementation. The discrepancy of the first component, the subject matter knowledge, was in the category from high to moderate. The second component's discrepancy, the knowledge of young learners' characteristics, had even more extreme gap, which is from very high to very low. It means there was no correlation between the teachers' perceptions and its implementation. And, for the third component, the use of learning strategies for young learners were categorized from high to very low. It probably happened because the teachers were inclined to teach directly rather than preparing certain strategies or media before teaching. The study found that the teachers were not able to use variations of media in learning process. The teachers were inclined to use LKS as the guideline. It was caused by the limitation of sources in learning. This is considered ineffective practice as what believed by Aini (2013) who emphasizes the importance of using media such as realia, pictures and supplementary books before teaching.

Despite being graduates of English education, the subjects of the study did little to no effort to develop teaching materials before teaching. The teachers admitted that they did not have enough time to prepare the learning materials before teaching. Consequently, the teachers often repeated similar strategy, such as reading and answering the questions in worksheet book (LKS), doing repetition drill and answering students' questions. There was also issue regarding teachers' lack of language proficiency. It was found that teachers frequently mispronounced English words in the class. As the result, students were not convinced and were easily bored while learning in the class. This results shows that teachers' ability to reflect PCK concept in practice was still low. This finding is similar to what Zein (2017) has found that teachers still need to improve the content knowledge of teaching English for Young Learners. The study re-establish the idea from Liu (2013) who suggests that teacher should be provided with the standard of pedagogical content knowledge to teach English. Schools administrators should consider taking action to help English teachers with certain standard, which is even more crucial if their English teachers were non-qualified English education teachers. (Ibrahim, 2016) supports this idea as teachers had different knowledge of how to identify the conceptions of learners even-though they had many years' experience as English teachers and often observed other colleagues.

CONCLUSION

Based on the findings, the conclusion can be formulated as follows: (1) The perceptions on Pedagogical Content Knowledge was in the average score 3.85 which categorized as high with the interval 3.3335 M 4.0005. (2) The implementation of Pedagogical Content Knowledge was in the average score 8.85 which was categorized as low with the interval 7.84 M 13.06. (3). The Comparison between the perceptions and implementation was on 'no consistency' category. It was because the teachers' perceptions was in a high category while the implementations was in a weak category. From the first component stated in slightly consistent due to the categorization from high to moderate. And, the second component stated in lack of consistent, because of the extremely change from very high to very low. Then, the third component stated in not consistent, because of the categorization from high to very low. It has been measured by the interview of three subjects. From the result of interview, it can be concluded that the teachers were not focusing on their goals in teaching. The teachers only taught the students based on what stated in the handbook from the school. Furthermore, there was no teaching variation in using media, strategy, or the use of other sources in teaching. Interview revealed that the low implementation of PCK was caused by the lack of preparation by the teachers and school facilities. Although the subjects were all English education graduates, they

still find challenges in demonstrating the best practice of PCK as they had personal and institutional issues such as time limitation and insufficient school facilities. The researcher found that the teachers did not have enough time in preparing their lesson. Besides, teachers tend to repeat monotonously what they have been mentioned/discussed which discouraged students to learn. These findings implicate that school administrators need to facilitate teachers with sufficient school facilities as well as Continuing Professional Development (CPD) programs which may increase teachers' professional awareness to teach more professionally and update their knowledge and skills.

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