

## ENGLISH PRIMARY SCHOOL TEACHERS' PERCEPTIONS AND IMPLEMENTATION OF PEDAGOGICAL CONTENT KNOWLEDGE IN GIANYAR

*Oleh :*

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### ABSTRACT

This study aimed at describing the primary school English teachers' perceptions and implementation of pedagogical content knowledge (PCK) of teaching English for young learners (TEYL), as well as the consistency between the perceptions and implementation of PCK in TEYL, especially in Gianyar. This study involved 2 primary school English teachers from 2 different schools in Gianyar which were selected by using convenience sampling. The research design used was embedded mixed method which qualitative is dominantly used. In collecting the data, the instruments used were questionnaire, observation sheet, and interview guide. The results show that both of teachers have a positive perception toward the PCK of teaching English to young learners. However, from the observation data, it is found that both teachers have a very low frequency in implementing the three components of PCK. Moreover, it was revealed that there was lack of consistency between the teachers' perceptions and the implementation of PCK. Since, there was lack of consistency between the teachers' perceptions and their implementation of Pedagogical Content Knowledge (PCK) in teaching English for young learners in Gianyar, it is suggested for the teachers to enhance their knowledge about PCK of teaching English to young learners and also enhance their teaching skills by attending seminars or workshops related to teaching English to young learners.

**Keywords:** PCK, perception, implementation, consistency, primary school teacher

### INTRODUCTION

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. 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 ages. 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).

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 subject matter knowledge, learners' characteristics (learners' conception), and teaching strategies (instructional strategies). In teaching, there are several things need to be done by the teacher. First, the teacher needs to have a good grasp of the subject matter knowledge, here English, before being able to teach it. 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 English (Andrews, 2001). As a teacher, it is also important to have a good language proficiency. Teachers with a high level of target language proficiency are believed to be more competent in providing input for learners (Van Canh & Renandya, 2017). If the teacher has good language proficiency, teaching and

learning process will be more effective. The learners can understand the material quickly since the language which is used by the teacher is simple and understandable for them. Moreover, it also can makes a communicative language learning happens in the class. It can makes the students engaged during the learning process. The students are expected to not only master the language but also need to be able to use it effectively.

Second, the teacher needs to have an idea of possible learners' conceptions or characteristics that the learners may have about the topic in order to prepare explanations that will help to eliminate or reinforce the conceptions as necessary. Juhana (2014) stated that there are several characteristics of young learners related to the how they learn a foreign language. First, young learners have a great curiosity to try new things and to explore concrete to abstract things. Second, young learners actively construct meaning from their experiences. Third, young learners focus on the immediate here and now context situation. Fourth, young learners have a quite short attention span and are easy to get bored. Fifth, young learners learn through their own individual actions and exploration. Sixth, young learners are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom. Seventh, young learners often learn indirectly rather than directly. Eighth, young learners learn best when learning is kept whole, meaningful, interesting and functional. Ninth, young learners learn by thinking in term of theme. Tenth, young learners learn best as a community of learners in non-competitive environment. By having a good knowledge of young learners' characteristics, teachers can decide how they teach the young learners in class to make the class runs well and achieve the learning goals. Thus, as a teacher, having a good knowledge of young learner characteristics is important.

Third, the teacher needs a teaching strategy to use to make the subject accessible to the learners. Since, Teaching English for Young Learner (TEYL) is different from teaching English for adult, it is important to draw out some important strategies for teaching English in the primary school. According to akir (2004), the use of visuals, meaningful contexts, various activities, games,

songs, and technology would make learning more enjoyable and faster because they all appeal to young learners. In addition, akir (2004) also stated several strategies used in teaching English to Young Learners namely, teaching through visuals, teaching in context, teaching through activities, and teaching through fun and games. Young Learners has their own characteristics which made the strategies used in teaching them are different from teaching adults. In teaching English to young learners, there are several strategies that used in order to meet young learners characteristics, namely teaching by using visual media, teaching contextually, teaching through motivated and fun activity, teaching by providing an enjoyable learning environment, and doing some effort which affect students' learning achievement. Thus, teachers have to be well prepared and use appropriate strategy in the class.

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,). Furthermore, several studies aforementioned have found how teachers' perceptions regarding their way of teachings/ pedagogical knowledge and what they do in class. However, not many researchers who emphasizes the consistency between teachers' perceptions and implementation in terms of pedagogical content knowledge, which are the knowledge of English subjects, knowledge of young learners' characteristics and knowledge of instructional strategy to teach English to young learners. Unfortunately, the relationship between perception and practice is not always directly proportional. Utami, et al (2019) have conducted a research which found the teachers' perceptions and practices can be influenced by their level of professional enthusiasm in teaching. There is possibility that the teacher has a

positive perception toward an English learning concept but does not implement it well in the class. Thus, it is very important to know the consistency between English teachers' perceptions and practices in primary schools. Further, this research emphasized the perceptions, implementation and consistency level between the teachers' perceptions and implementation of pedagogical content knowledge (PCK) in teaching English to young learners by involving primary school teachers in Gianyar.

## **METHOD**

This study used mixed method as the research design which was used in collecting and analyzing the data. The type of mixed method that used in this study was the mixed method in which qualitative is dominantly used. In this study, the researcher synthesized one set of data with the other set of data to support each other. The secondary data was embedded in the larger study which form of the data was different as the primary database and the secondary database had the supporting role in this study (Cresswell, 2012). There were two types of data, namely quantitative and qualitative data. There were 2 teachers from 2 different primary schools in Gianyar Regency who was selected to be the subject of this study. The teachers and also the schools was selected by using convenience sampling, which also known as availability sampling. Convenience sampling is a specific type of non-probability sampling in which the member of the population who is ready and available for being the subject and can participate in the research will be selected by the researcher to collect the data for the proposed study. Generally, in choosing the subject/sample, this sampling will choose by taking the consideration in the accessibility of the sample, the easier and closer (in distance) to the researcher. (Creswell, 2012). The primary school English teachers' perceptions about Pedagogical Content Knowledge of teaching English to young learners and their effort in implementing it at primary school in Gianyar, as well as the consistency between their perceptions and implementation of all components of PCK were the object of this study.

In this study, the data in the form of quantitative was collected and later was interpreted qualitatively. The questionnaire of the teachers' perceptions of PCK in TEYL in Gianyar regency was calculated by calculating the score from each component of Pedagogical Content Knowledge of teaching English to young learners which was circled by the teacher 1 and teacher 2, then the mean of both teachers' score also was calculated. The data result was categorized according to the qualification level of the perceptions. In this study, the qualification level which was proposed by Koyan (2012) was used. In order to make the categorization of the teachers' perceptions became clear, ideal Mean (Mi) and ideal Standard Deviation (SDi) defined to be able to determine the categorization of the teachers' perceptions mean score about Teaching English for Young Learner (TEYL). The Mi and SDi formula will be displayed as follows, because of the likert scale used 5 scale, therefore maximum score was 5 and minimum score was 1.

$$\begin{array}{ll}
 \text{Mi} = \frac{1}{2} (\text{max. score} + \text{min. score}) & \text{SDi} = \frac{1}{6} (\text{max. score} - \text{min. score}) \\
 \text{Mi} = \frac{1}{2} (5.00 + 1.00) & \text{SDi} = \frac{1}{6} (5.00 - 1.00) \\
 \text{Mi} = 3.00 & \text{SDi} = 0.667
 \end{array}$$

From the Mi and SDi results, the categorization of the questionnaire result will be formulated in the table below which is adapted from Koyan (2012).

Table 1. The Guidelines of Categorization of Perceptions

No.	Criteria	Interval	Category
1.	$\text{Mi} + \text{SDi} < \text{M} < \text{Mi} + 3.0 \text{SDi}$	1.5 4.0005 3.0 5.001	M Very positive



2.	$M_i + 0.5$	3.3335	M	Positive
	$SD_i < M < M_i + 1.5$	4.0005		
	$SD_i$			
3.	$M_i - 0.5$	2.6665	M	Moderate
	$SD_i < M < M_i + 0.5$	3.3335		
	$SD_i$			
4.	$M_i - 1.5$	1.9995	M	Negative
	$SD_i < M < M_i - 0.5$	2.6665		
	$SD_i$			
5.	$M_i - 3.0$	0.999	M	Very negative
	$SD_i < X < M_i - 1.5$	1.9995		
	$SD_i$			

Later, the data from the observation (observation was conducted twice for each teacher) was analyzed by calculating the number of frequency of implementation of each Pedagogical Content Knowledge of teaching English to young learners component that occurred. The relationship between the teachers' perceptions of teaching English to young learners and the implementation in the class need to be analyzed. In order to see the clear relationship between the teachers' perceptions and the implementation, the categorization of the implementation's frequency was made.

After the data of perceptions based on the questionnaire and the data of the implementation from the observation sheet has been calculated and analyzed, then the relationship between them can be seen. Next, this relationship was confirmed by the result from interviewing the teachers. The interview result was analyzed by using an interactive analysis model which was proposed by Miles and Huberman (1994). There are 4 steps in this model, namely data collection, data reduction, data display, and making the conclusion or verification. Data analysis was done interactively; which means these stages were done continuously. In displaying the data, the researcher might return to the data collection stage until all of the data

needed were collected. At the conclusion stage, the researcher might return to the reduction data when the data which were unwanted were collected or when the researcher have drawn a conclusion, the researcher might return to the data collection when the data analysis results were not enough to answer the research questions. Consequently, every stage was interrelated. In collecting the data, the researcher obtained the data from the observation sheet and the interview result.

In conducting this research, in which qualitative was dominant, the data trustworthiness was required to validate the data that had been described and given meanings. The researcher uses several theories that are used while analyzing the data that was obtained from the instruments and later was interpreted. The theories also were used to support the data later in the discussion. The theories were Pedagogical Content knowledge by Shulman in 1986, language awareness and language proficiency (Andrews, 2001), young learners characteristics (Juhana, 2014), and the importance of teaching strategies ( akir (2004) and Medwell, et al, 2009). Besides, findings are also compared to previous research findings. Moreover, the researcher used multiple source of data. The data was collected from two teachers from two different primary schools in Gianyar. They were involved in this research as the subjects. Furthermore, there were three methods used to collect the data namely, giving questionnaires conducting observation, and interview. In addition, investigator triangulation was also used in order to avoid the bias of data that occurred from the error in collecting the data and doing the interpretation from a researcher. The other researchers with the same topic also involved in analyzing the implementation data, which were in the form of a video recording, then crosschecking was conducted to create a diversity of perspective and interpretation toward the data.

## **FINDINGS AND DISCUSSION**

Regarding to the primary school English teachers' perceptions of PCK, the data of questionnaire were analyzed quantitatively and presented in table below.

Table 2. The Summary of Teachers' Perceptions on PCK of TEYL in Gianyar

No	The Components of PCK	Teachers' Mean Score		Mean Score of Perceptions	Category
		T1	T2		
1	The Knowledge of Subject Matter	3.71	4.00	3.86	Positive
2	The Knowledge of Young Learners' Characteristics	4.00	3.89	3.94	Positive
3	The Use of Instructional Strategy to Teach English to Young Learners	3.64	3.68	3.66	Positive
Total				3.82	Positive

Based on the table above, it was found that the overall mean score of the teachers' perceptions toward Pedagogical Content Knowledge (PCK) of teaching English to young learners was 3.82 which belongs to the interval of 3.3335 – 4.0005 categorized as a positive category. It indicated that both teachers have a positive perceptions toward the three components of PCK. Furthermore, from the first component, the mean score of the teachers' perceptions was 3.86, which is in the interval of 3.3335 – 4.0005 categorized as a positive category which means both teacher aware that the subject matter knowledge of English is important to

teach English to young learners and they also generally thought the young learners' knowledge about English has to be concerned by primary school English teachers. Moreover, the second component which is the knowledge of young learners' characteristics, the mean score of the teachers' perceptions was 3.94 which is in the interval of 3.3335 – 4.0005 categorized as a positive category which means both teachers have a high understanding about the second component of PCK. It also can be inferred that they aware that knowing the young learners' characteristics is also important to teach English to young learners. They also generally thought that making learning activities and environment that meet young learners' characteristics needs to be concerned by primary school English teachers. In addition, the last component of PCK, the use of instructional strategy to teach English to young learners, the total mean score of teachers' perceptions was 3.66 which belongs to the interval of 3.3335 – 4.0005 categorized as a positive category. It indicated that the teachers also perceived that it is important to be concerned of what strategy to teach English the young learners in order to make the learning process runs well and achieves the goals of learning.

Furthermore, the overall summary of the teachers' implementation of Pedagogical Content Knowledge (PCK) of teaching English to young learners will be shown in table below.

Table 2. The Summary of Teachers' Perceptions on PCK of TEYL in Gianyar

No.	The Components of PCK	The Teachers' Mean Score		The Mean Score of Implementations	Category
		T1	T2		
1	The Knowledge of Subject Matter	28.25	24.50	26.38	Low Frequency
2	The	0.63	1.50	1.06	Very Low

Knowledge of Young Learners' Characteristics				Frequency	
3	The Use of Instructional Strategy to Teach English to Young Learners	1.00	5.18	3.09	Very Low Frequency
Total				10.18	Very Low Frequency

Based on the summary above, it was found that the overall mean score of the teachers' implementation of Pedagogical Content Knowledge (PCK) of teaching English to young learners was 10.18 which belongs to the interval of 0.00 – 17.75 categorized as a very low frequency. Generally, it indicated that both teachers have a very low frequency in implementing the three components of PCK. Furthermore, from the first component, the mean score of the teachers' implementation was 26.38, which is in the interval of 17.75 – 29.58 categorized as a low frequency which means both teacher seemed have a good English proficiency, especially in speaking English, but lack in language awareness. Moreover, for the second component which is the knowledge of young learners' characteristics, the mean score of the teachers' implementation was 1.06 which belongs to the interval of 0.00 – 17.75 categorized as a very low frequency. It can be concluded that both of teachers didn't implement all of the indicators from the second component of PCK well because they got a very low frequency in implementing the second component of PCK. In addition, the last component of PCK, the use of instructional strategy to teach English to young learners, the total mean score of teachers' implementation was 3.09 which belongs to the interval of 0.00 – 17.75 categorized as a very low frequency.

Generally, it indicated that the teachers didn't implement all of the indicators in the last component of PCK well because they got a very low frequency in implementing the last component of PCK as well.

After the data of perceptions and implementations have been analyzed, both of the data will be compared in order to find out the consistency between Teachers' perceptions and Implementation of Pedagogical Content Knowledge of Teaching English to Young Learner in Gianyar. It was found that there is a lack of consistency between the teachers' perceptions and implementations of PCK in TEYL in Gianyar. In order to make it easier to find out the relationship between teachers' perceptions and implementations of PCK in TEYL in Gianyar, it will be presented in table below.

**Table 3. The Relationship between Teachers' Perceptions and Implementations of PCK in TEYL in Gianyar**

The Components of PCK	Category		Consistency Level
	Perceptions	Implementations	
The Knowledge of Subject Matter	Positive	Low	Lack of Consistency
The Knowledge of Young Learners' Characteristics	Positive	Very Low	Lack of Consistency
The Use of Instructional Strategy to Teach English to Young Learners	Positive	Very Low	Lack of Consistency
PCK	Positive	Very Low	Lack of Consistency

The overall perceptions of PCK got a positive category while the implementation got a very low category. Moreover, if each component was compared, from the first component, The Knowledge of Subject Matter, the perceptions got a positive category while the implementations got a low category. It makes the relationship is lack of consistency. The data of perceptions from the second component, the knowledge of young learners' characteristics, got a positive while the implementation got a very low category, and it indicates that relationship is categorized as lack of consistency. In addition, from the last

component of PCK, the use of instructional strategy to teach English to young Learners, the relationship is categorized as lack of consistency, because the data of perceptions got a positive category while the data of implementations got a very low category. Consequently, it can be concluded that the relationship between teachers' perceptions and implementations of PCK in TEYL in Gianyar is lack of consistency.

Furthermore, from the first component of PCK, the knowledge of subject matter, the mean score of the teachers' perceptions was 3.86 which was categorized as a positive category. It can be inferred that both teachers have a high understanding related to the subject matter knowledge, especially in language awareness and proficiency. It also means both teachers are aware that the subject matter knowledge of English is important in teaching English to young learners and they also generally thought it has to be concerned by primary school English teachers. In line with Andrews (2001), as a teacher, having a good language awareness is very important because it can affect the teachers' ability to monitor students' output in class as well as their ability in preparing good input to be given to the students. Moreover, as a teacher, it is important to have a good language proficiency. Teachers with a high level of target language proficiency are believed to be more competent in providing input for learners (Van Canh & Renandya, 2017).

Moreover, the second component which is the knowledge of young learners' characteristics, the mean score of the teachers' perceptions was 3.94 which categorized as a positive category which means both teachers have a high understanding about the second component of PCK. It also can be inferred that they are aware that knowing the young learners' characteristics is also important to teach English to young learners and they also generally thought that making learning activities and environment that meet young learners' characteristics needs to be concerned by primary school English teachers. Rusiana & Nuraeningsih (2016) also stated that since young learners have their own characteristics, teachers have to accommodate young learners' characteristics by designing the teaching and learning activity that meet their needs.

In addition, the last component of PCK, the use of instructional strategy to teach English to young learners, the total mean score of teachers' perceptions was 3.66 which categorized as a positive category. It indicated that the teachers also perceived that it is important to be concerned of what strategy to teach English the young learners, due to the young learners' characteristics that are different from adults, in order to make the learning process runs well and achieves the goals of learning. It is supported by Medwell, et al. (2009) who stated some teaching strategies are the features of successful literacy and oracy teaching the young learners in primary school. Thus, having a good understanding about the use of instructional strategy to teach English to young learners is important for English primary school teachers.

Moreover, by looking at the results of the teachers' perceptions toward PCK of TEYL which was in a positive category, it is expected that both teachers will implement the PCK in the class and teach English to the young learners well. Thus observation was conducted to find out how primary school teachers in Gianyar teach English in the class. An observation sheet was used to get the data of the implementation. After analyzed the data from the observation sheets, it was found that the overall mean score of the teachers' implementation of Pedagogical Content Knowledge (PCK) of teaching English to young learners was 10.18 which categorized as a very low frequency. Generally, it indicated that both teachers have a very low frequency in implementing the three components of PCK.

Furthermore, from the first component, the mean score of the teachers' implementation was 26.38, which categorized as a low frequency which means both teacher seemed have a good English proficiency, especially in speaking English, but still lack in the frequency of doing the indicators belong to the dimension of language awareness. Even though they still did a bilingual speaking with bahasa Indonesia as the second utterance to make the students who don't understand can also follow the explanation and also the instruction in the class well and they even have the low frequency for the indicators of writing English was still low, however, both teachers have tried to use English in the class, both



speaking and writing. Moreover, it seemed that both teachers already have a good language awareness even though the frequency was still low. They already tried to correct every errors occurred during the class.

Moreover, for the second component which is the knowledge of young learners' characteristics, the mean score of the teachers' implementation was 1.06 which categorized as a very low frequency. It can be concluded that both of teachers didn't implement all of the indicators from the second component of PCK well because they got a very low frequency in implementing the second component of PCK. As stated by Juhana (2014), young learners have a great level of curiosity, build meaning from their experience actively, and feel bored quickly because their attention span is short. Thus, the teachers need to be able to give them more activities which are interesting and new to them, and also give them the chance to learn from their live experience and surrounding.

In addition, the last component of PCK, the use of instructional strategy to teach English to young learners, the total mean score of teachers' implementation was 3.09 which categorized as a very low frequency. Generally, it indicated that the teachers didn't implement all of the indicators in the last component of PCK well because they got a very low frequency in implementing the last component of PCK as well. As stated by akir (2004), the use of visuals, meaningful contexts, various activities, games, songs, and technology would make learning more enjoyable and faster because they all appeal to young learners. Therefore, the teachers need to be able to use visual media more, give meaningful context during learning, and conduct various activities, games or songs that can motivate the students during learning.

In order to answer the third research question, the consistency between teachers' perceptions and implementations of PCK, the data of teachers' perceptions and implementations were compared. Based on the findings, the relationship between teachers' perceptions and implementations of PCK in TEYL in Gianyar was lack of consistency. Moreover, all of the component of PCK got Further, to clarify the results, the result of interview will be explained.

Firstly, based on the result of teachers' perceptions and implementation, the first component, The Knowledge of Subject Matter, the perceptions got a positive category while the implementations got a low category. It makes the relationship between the perceptions and implementations is lack of consistency. It showed that both teacher already have a good perception toward the subject matter knowledge, but in practice, they still can't implement it well. Based on the questionnaire results, there were 2 statement which got the lowest mean score among indicators in first component of PCK. Further, regarding the statement "when the grammar error happen, I don't correct it", both teachers contrast in perceiving that statement. It showed that teacher 1 agreed to that statement while teacher 2 didn't agree to it. Based on the result of the interview, it can be inferred that T1 thought that correcting students' error in grammar is quite important. However, it is more important for the students to be braver in speaking English. While T2 thought that correcting students' errors in grammar is quite important in order to avoid them making a same mistake again. It is in line with the result found by Uysal & Aydin in 2017. They found that EFL teachers believed that error correction may help them to use the target language appropriately, enhance learners' accuracy and fluency.

Moreover, the statement "it is better to use bahasa Indonesia in class in order to make the students understand quickly" also was one of the statement got the lowest mean score among indicators in the first component of PCK. Both teachers moderately agree to that statement. It means both teacher have a neutral perception toward the use of bahasa Indonesia in class during English subject. From the result of interview, it was found that both of the teachers already uses English in teaching English in class, in which based on the result of the perceptions data analysis, the statement of Using or speaking English fluently got very high frequency. Further, it indicated that both teachers proficient in using or speaking English. However, both of teachers think that their utterances still need to be translated into Indonesian (or doing a bilingual speaking) in order to meet all of the students' language skill level and make all of the students can understand

and the class runs well. Asmari in 2014 also found that EFL teachers believed that it is easier if the teaching and learning process doesn't use target language fully.

Secondly, regarding the second component, the knowledge of young learners' characteristics, the result from teachers' perceptions got a positive category while the implementations got a very low category. It makes the relationship between the perceptions and implementations is lack of consistency. It showed that both teacher already have a good perception toward the knowledge of young learners' characteristics, but in practice, they still can't implement it well. The result of interview has clarified that teacher 1 already have a good understanding about young learners' characteristics, however, in practice, it can be inferred that teacher 1 have already implemented the indicators in the second component of PCK, but maybe in another occasion. Moreover, teacher 1 also stated that the problem may also come from the students, because not all of students will have the interest in learning English that make it may difficult to make all of the students are engaged in the learning process. In accordance with the findings of a study conducted by Amjah in 2014, It also was found that there were 33.3% of students who did not show interest in learning English which caused by some factors such as students lacking in English. Further, from the interview result of teacher 2, it can be inferred that teacher 2 also already have a good understanding about the second component and also may already implement it in class, but also in another occasion.

Thirdly, regarding the last component which is the use of instructional strategy to teach English to young learners, the result from teachers' perceptions got a positive category while the implementations got a very low category. It makes the relationship between the perceptions and implementations is lack of consistency. It showed that both teacher already have a good perception toward the use of instructional strategy to teach English to young learners, and seem have a good knowledge of instructional strategies which meet the young learners' characteristics and can make the learning process runs well. However, in practice, they still can't implement it well. From the result of interview, it was found that both teachers already have a good understanding about the last component of

PCK, especially for the use of media which can enhance 4 language skills, however, in practice, it can be inferred that they haven't done it before. They only use a media which can enhance some language skill, and they still doubt about what media that can enhance the students' 4 language skills at once. Consequently, not all of the indicators in the last component of PCK, which is the use of instructional strategy, were implemented well by the subjects of the research.

In general, it can be concluded that there is a lack of consistency between the teachers' perceptions and implementation of pedagogical content knowledge in teaching English for young learners. It means that PCK which owned by the teachers was not implemented well in class. This result is in line with the result found by Listyariani, et.al. (2019) that the consistency between teachers' perceptions and implementation of teaching English for young learner, the result will not always consistent. They discovered that the teachers might have a good understanding about the basic concept of TEYL, but they did not implemented it well in the class.

## **CONCLUSION AND SUGGESTIONS**

According to the findings of the study, there are three conclusions which based on the research questions. First, the overall mean score of the teachers' perceptions toward Pedagogical Content Knowledge (PCK) of teaching English to young learners was 3.82 which belongs to the interval of 3.3335 – 4.0005 categorized as a positive category. It indicated that both teachers have a positive perception toward the three components of PCK and it can also be inferred that both of the teachers have very good knowledge and understanding related to pedagogical content knowledge in teaching English to young learners. Second, the overall mean score of the teachers' implementation of Pedagogical Content Knowledge (PCK) of teaching English to young learners was 10.18 which belongs to the interval of 0.00 – 17.75 categorized as a very low frequency. Generally, it indicated that both teachers have a very low frequency in implementing the three components of PCK. Third, the result of the consistency

of teachers' perceptions and implementation of PCK showed that there was lack of consistency between the teachers' perceptions and the implementation of pedagogical content knowledge. It is due to the big gap between the result of the teachers' perceptions and the implementation of pedagogical content knowledge.

Since, there was lack of consistency between the teachers' perceptions and their implementation of Pedagogical Content Knowledge (PCK) in teaching English for young learners in Gianyar. Regarding this, there were some problems encountered by the teachers in teaching English to young learners in Gianyar. Therefore, the teachers are suggested to enrich their knowledge about PCK of teaching English to young learners especially the knowledge of young learners' characteristics and strategies that are appropriate for teaching English to young learners which meet the young learners' characteristics and needs. Furthermore, teachers need to try harder in making the students to learn from their surroundings, live experience and also build their knowledge by working with things or ideas. Teachers also need to give more effort in preparing media that can enhance students' four language skills. In addition, it is also recommended for the teachers to attend seminars or workshops related to teaching English to young learners.

Moreover, government or policy makers have to make a policy regarding the primary school English teacher's qualification. Thus, it is clear what qualifications need to be owned by the teachers before assigned as a primary school English teacher. Moreover, government are suggested to provide workshops for primary school English teacher in order to enhance their English teaching skill especially their PCK of TEYL. In addition, the standardization of English learning and instruction in primary school also need to be established, such as how the teachers should teach certain topics, what media should be prepared and etc.

In addition, this research emphasized on the teachers' perceptions, implementation, and the consistency of the teachers' perceptions and implementation of Pedagogical Content Knowledge in teaching English to young learners in Gianyar Regency. Since this research only conducted in 2 primary schools in Gianyar with a limited time of research, it is suggested to conduct

research on the same topic with a larger amount of subject and time of research in order to gather more information related to the teachers' pedagogical content knowledge in Gianyar as well as can provide more sources and references related to pedagogical content knowledge.

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