

CONSISTENCY BETWEEN TEACHERS' PERCEPTION AND IMPLEMENTATION: AN ANALYSIS OF PEDAGOGICAL CONTENT KNOWLEDGE IN ENGLISH PRIMARY CLASSROOM

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis persepsi guru sekolah dasar terhadap pengetahuan konten pedagogik (PCK) dalam pengajaran bahasa Inggris untuk pelajar usia dini dan pengimplementasiannya di Kabupaten Jember. Penelitian ini juga bertujuan untuk mengetahui konsistensi antara persepsi guru dan pengimplementasiannya serta mengeksplor masalah-masalah yang dihadapi oleh guru dalam pengajaran bahasa Inggris. Penelitian ini melibatkan 3 guru sekolah dasar di Kabupaten Jember. Penelitian ini merupakan penelitian dengan metode campuran (mixed-method design) dominan kualitatif dengan menggunakan kuisioner, lembar observasi, dan panduan wawancara dalam pengumpulan data. Hasil penelitian menunjukkan bahwa persepsi guru terhadap PCK tidak konsisten dengan pengimplementasiannya. Dimana, guru-guru sekolah dasar di Kabupaten Jember memiliki kategori persepsi yang sangat tinggi terhadap PCK namun pengimplementasiannya sangat rendah. Hasil wawancara menunjukkan ada beberapa masalah yang dihadapi para guru, diantaranya; para guru tidak fasih dalam menggunakan bahasa Inggris, kurangnya pengalaman mengajar bahasa Inggris, kesulitan mencari media yang sesuai dengan materi pembelajaran, serta terbatasnya waktu pembelajaran.

ABSTRACT

This study aimed at analyzing primary teachers' perception toward pedagogical content knowledge (PCK) and the implementation in teaching English to young learners in Jember regency. This study also aimed at analyzing the consistency between teachers' perception and the implementation and exploring problems that might be encountered by the teachers. There were 3 primary teachers in Jember who involved in this study. This study was embedded mixed method design dominant qualitative which used questionnaire, observation sheet, and interview guide in collecting the data. The result showed that there was no consistency between teachers' perception and their implementation of PCK. Teachers' perception was very strong but the implementation was very low. The interview result showed that there were several problems faced by the teachers, such as the non-English background teachers do not mastering English, lack of experience in teaching English, difficult to find an appropriate media, and lack of time in teaching.

1. Introduction

People are recommended to learn a foreign language from early age. It is because learning a foreign language (especially English) from the early age will give a good result. As stated by Padmadewi, Nititasih, and Artini (2009) that learning foreign languages will be more effective if it is started in the early age. Children are active learners and thinkers, which means that young learners will construct their own meaning or understanding actively and solve problems through their environments (Cameron, 2001). Young learners are also said that they are in golden age, the age where the children can learn something easily (Sukarno, 2008). Besides, Dardjowidjojo (1986) acknowledges that children are in critical age which means they will acquire a new language naturally, along with their biological growth and this ability will decrease when children enter their puberty. Thus, learning English from the early age is very important, because it will influence the language learning in the next stage. Learning English from the early age might also make the children mastering English better.

However, teaching English to young learners is different from teaching English to an adult. It is because young learners have peculiar characteristics. According to Juhana in 2014, there are several characteristics of young learners. Those characteristics such as young learners have a great curiosity, have a short attention span and easily to get bored, young learners are actively construct meaning from their experiences, and also young learners focus on immediate here and now situation. Those characteristics need to be realized by the teachers in order to choose an appropriate teaching strategy.

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

The practice of teaching English to young learners (TEYL) in Indonesia is already started from grade four of primary school. However, the absence of English subject in the latest national curriculum that is Kurikulum 2013 makes there is no national standards how English is taught in primary school. Yet, the primary schools are still

given a freedom, whether they want to teach English to their students or not. It is based on the school policy and the needs of the students. Thus, if the primary school still want to teach English to their students, the primary schools should make their own policy and curriculum in teaching English to their students.

In addition, the absence of English as a subject matter in the primary school also gives impact to the primary English teachers. Since many primary school English teachers do not have English educational background, it seems that they do not have qualification and do not follow teachers professional development in the field of English language teaching for young learners. Thus, it is likely that many teachers do not have enough pedagogical content knowledge in teaching English for young learners. A study that was conducted by Hawanti (2014) found that English teachers' rely on textbook in teaching English to their students because there are no standards curriculum to guide their teaching process. They considered that textbook can substitute the curriculum because textbook contains informations, theme, the objective of teaching, materials, and exercise. In the preliminary study in one primary school in Jembrana, it also found that the English teacher is also relied on students worksheet book and just used telling or lecturing method in teaching English to their students. The students are only asked to take a note of the vocabulary that the teacher taught to them. Whereas, the teachers should not only focus on the textbook or students worksheet book but the teachers should make the students learn and acquire the language contextually (Padmadewi, Nitiasih dan Artini, 2009).

There are several previous studies which about teaching English to young learners. Those studies emphasized on the use of the learning media (Aini, 2013), developing language learning environment to young learners (Artini, 2017), teacher's knowledge and the challenges in language teaching (Rahayu, 2016), the use of games (Rusiana & Nuraeningsih, 2016), and also the teacher's perception and teacher's implementation of TEYL (Listyariani, 2019). However those studies only emphasized on teachers' pedagogical knowledge and not focused on pedagogical content knowledge which about English as subject matter knowledge and knowledge of how to teach English for young learners.

Therefore, this study which about primary school teachers' perception and their implementation of pedagogical content knowledge in teaching English to young learners is important to be conducted, because someone's perception will affect his/her attitude about something and how they behave. Unfortunately, the relation between perception and its implementation are not always directly proportional (Utami et al, 2019). As found by Dewi, Artini, & Padmadewi (2019) that there is an inconsistency between teachers' perception and the implementation of students' centered learning. Thus, in this study, by knowing teachers' perception in Jembrana regency about pedagogical content knowledge, it it gave a conception about how deep the teachers' understanding of pedagogical content knowledge. Then, the implementation of PCK were also investigated to ensure the teachers' perception, whether the perception is consistent or inconstant with the implementation.

2. Method

The subject of this study was primary school teachers in Jembrana Regency. There were three primary school teachers from three different primary schools in Jembrana which involved in this study. The subjects were chosen through convenience sampling. Convenience sampling (also known as availability sampling) is specific type of a non-probability sampling technique which relies on data collection from the population who are ready to participate in a study. In general, this sampling technique select a subject because the subject is easiest to recruit and has closeness with the researcher (Cresswell, 2012).

This study was mixed method design in collecting and analyzing the data. Mix method that is used in this study was embedded design analysis which dominant qualitative proposed by Cresswell (2012). The design of this study can be figured as follows.

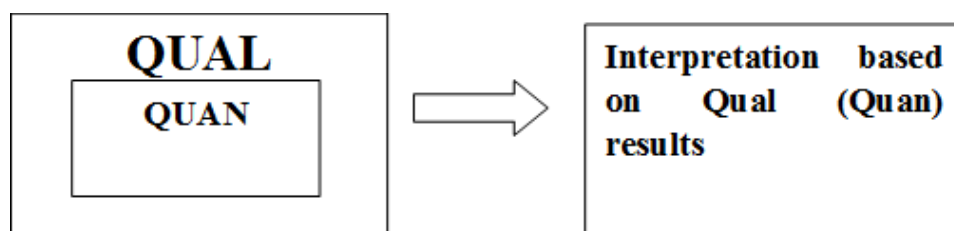


Figure 1. The embedded design analysis proposed by Cresswell (2012)

The figure above shows this study combining one dataset with the other dataset to make it support each other. The researcher embedded a secondary data form in a larger study which has different data form as a primary database, and the secondary database as a supporting roles in this study (Cresswell, 2012). The notation “QUAL/ quan in figure 1 shows that the quantitative method is embedded in qualitative design. Thus, this study has dominant qualitative design rather than the quantitative design.

In collecting the data, this study used several instrument such as the researcher, questionnaire, observation sheets, and interview guide. The researcher was the main instrument of this study. The researcher observed, took notes, and interviewed the subject in order to get the data. The questionnaire was used for getting informations of teachers’ perception about pedagogical content knowledge in teaching English to young learners in Jembrana. The questionnaire used Likert scale which 5 means strongly agree, 4 means agree, 3 means quite agree, 2 means disagree, and 1 means strongly disagree. The questionnaire consisted of 50 statements which adopted from Listyariani (2019). The questionnaire that was used by Listyariani (2019) emphasized on the pedagogical concept. To make it different, this study added one different concept in the questionnaire which called as English as subject matter knowledge. Next, the observation sheet was used to help the researcher in observing the implementation of pedagogical content knowledge of English primary teachers in Jembrana. Then, in order

to help the researcher in interviewing the research subjects, interview guide was made. In the following table is the summary of data collection method.

Table 1. Summary of data collection method

Research Questions	Data Collection Method	Instrument
1. What is primary school English teachers' perception about pedagogical content knowledge in teaching English young learners?	- Questionnaire	- Questionnaire
2. How is the implementations of pedagogical content knowledge in teaching English to young learners by the English primary school teachers in Jembrana?	- Observing the teacher when they are teaching in the class. It will be done twice for every teacher.	- Observation sheets
3. How is the consistency between teachers' perception and the implementation of pedagogical content knowledge in teaching English young learners by the English primary school teachers in Jembrana?	- Comparing the finding of questionnaire and observation sheets. - Interview	- Questionnaire - Observation sheets - Interview guide

After the data of this study were collected, then the data analyzed through two methods such as quantitative data analysis and qualitative data analysis. In the following are the procedure of quantitative data analysis.

1. Questionnaire data were collected and classified.
2. Then the result of the questionnaire were calculated to get the average score of each component of PCK and the results were shown on the table.
3. After getting the average score of each component, then the results were categorized based on categorization and qualification of perception level by Koyan (2012).
4. Then, the observation data was calculated by measuring the total number of implementation frequencies of each indicators to find the average score of each component of pedagogical content knowledge.
5. The results of the observation data were categorized based on categorization level by Koyan (2012).

Meanwhile, the qualitative data analysis was done by implementing interactive analysis model that was proposed by Miles and Huberman (1994). This model was implemented to find the consistency between teachers perception towards pedagogical content knowledge and the implementation in teaching English to young learners. There were 4 stages in this model, such as data collection, data reductions, data display, and conclusion drawing or verification. This model can be figured out as follows.

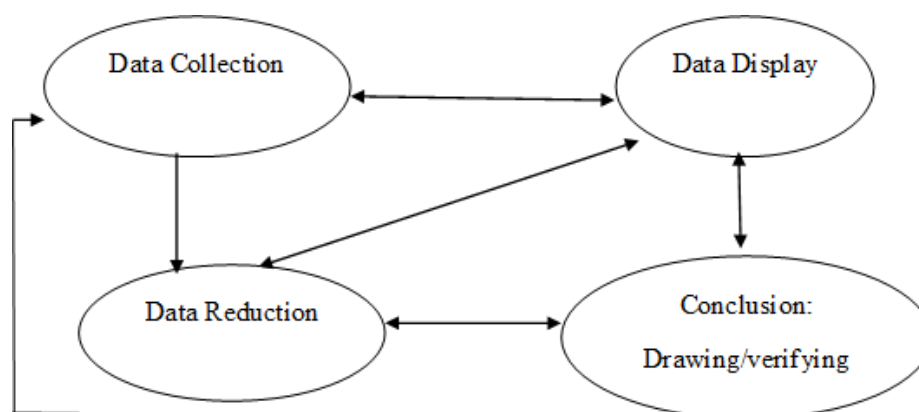


Figure 2. Figure of interactive analysis model by Miles and Huberman (1994)

The figure shows that the data analysis was carried out interactively, which means those steps were carried out continuously. In displaying the data, the researcher might return to the data collection stage until all of the necessary data are collected. At the conclusion stage, the researcher might return to data reduction when the unwanted data were collected. Or when the researcher comes to a conclusion, the researcher may return to data collection when the results of data analysis are not enough to answer the research question. Therefore, each stage is interrelated. In collecting data, researcher obtain data from observation sheets and interview results.

3. Finding and Discussion

Based on the summary of questionnaire results, it found that the average range of teachers' perception toward the component of pedagogical content knowledge (PCK) in Jembrana regency was 4.065 which categorized as very high perception and qualified as very strong perception because it includes in interval $4.0005 \leq M < 5.001$. If each aspect of pedagogical content knowledge is compared, it showed that the average score of English as Subject Matter knowledge was 4.141 which categorized as very strong perception. Then the average score of knowledge about young learners characteristics was 4.240 which categorized as very strong perception. The last aspect is the knowledge about the use of learning strategies for young learners categorized as strong perception because the average score was 3.814. Since the questionnaire data showed that teachers' perception about pedagogical content knowledge in Jembrana regency categorized as very high and qualified as very strong perception, it means that primary English teachers in Jembrana have good understanding about the concept of pedagogical content knowledge. As stated by Kultsum (2017), a teacher which has a good PCK will produce a good quality of teaching learning process and a good quality of students' outcomes. Shulman in Kultsum (2017) also said that PCK is a criteria of professional teachers. Thus, since the teachers in Jembrana have good understanding about pedagogical content knowledge, it means that they will be able to teach their students in appropriate way.

After collecting teachers' perception data, then the implementation about pedagogical content knowledge were investigated. In investigating the implementation of pedagogical content knowledge (PCK) in teaching English to young learners by primary English teachers in Jembrana regency, the data were collected through observations. The observations were done twice for each teacher. Based on the summary of the observation result, it found that the average score of the implementation of pedagogical content knowledge by English teachers in Jembrana was 1.9142. The average score includes in interval $0.3299 \leq M \leq 3.4149$. It means that the implementation of pedagogical content knowledge by primary English teachers in Jembrana regency was very low. If the average score of each component are compared, it shows that each component has different average score and category. First, the average score of the subject matter knowledge component was 3.9175 which categorized as low. Second component is knowledge about young learners' characteristics has average score of 0.5825 which categorized as very low. The last component that is "knowledge about the use of learning strategy for teaching young learners" has average score 1.2427 which categorized as very low.

Although the primary English teachers in Jembrana regency have good understanding toward pedagogical content knowledge in teaching English to young learners, it does not mean that they will be able to implement their knowledge successfully. As found by Kandasamy, Yunus, and Embi (2018), teachers who had sufficient pedagogical content knowledge but was not able to deliver the content successfully. It means that it is possible if teachers coceptual knowledge is not proportional with the implementation.

After knowing the categorization of teachers' perception toward pedagogical content knowledge in teaching English to young learners and the categorization of the implementation frequencies, then the summary of the relation between the perception and the implementation was made. The data showed that there was big gap between teachers' perception and the implementation. Teachers' perception toward pedagogical content knowledge in teaching English to young learners was categorized as very strong perception, but the implementation categorized as very low implementation. It means that there was no consistency between teachers' perception and the implementation. Thus someone perception towards something is not always directly proportional with the implementation.

By knowing the relation between teachers' perception towards PCK in teaching English to young learners and its implementation, it can be seen that there might several problems that were encountered by the teachers. Thus, interviewing the teachers was done in order to confirmed what problems that were encountered by the teachers. From the interview result, there were several problems that were encountered by the teachers. First, related to the component of English as Subject matter knowledge, the result of the interview showed that the teachers who do not have English background knowledge did not use English often in the class. Related to the aspect of English as subject matter knowledge, one teacher who have English educational background perform better than the non-English educational background teachers. This problem

also found by the previous study by Listyariani, Artini, and Padmadewi (2018) which said that one of the problems that encountered by the teacher was difficult to use bilingual because the teacher do not mastering English. It means that teachers' educational background affect how the teachers implement the aspect of English as subject matter knowledge.

Second, related to knowledge about young learners' characteristics. Aini (2013) stated that primary teacher deals with young learners who have different characteristics from the adult learners. Since the teachers had low implementation of this component, it means that the teachers could not facilitate the students needs in the learning process. It happened because the teachers encountered several problems, such as difficult to arrange an activity which fit or appropriate with the learning material. One teacher also feel confuse in planning a learning activity because the teacher still lack of experience in teaching English to young learners. Besides, the teachers also did not use song in teaching English, because they feel difficult to find a song that fit with the material.

Next, related to knowledge about the use of learning strategy in teaching English to young learners, there were also several difficulties that faced by the teachers. First, the teachers did not implement the indicator of using media that can be explored because the teachers difficult to provide a media that fit with the learning material and lack of time in preparing the material. Besides, the teachers also did not use game in the learning process because the teachers afraid if the class will be noisy and bother the other class. As found by Arikan in 2015, the large number of students also affect the teachers in teaching English. They need time to make their students focus to follow the learning istructions.The teacher also lack of time because the students need to finish the learning material in order to following the middle test soon.

After knowing the result of this study, there are several implication for the educational parties. First, for the primary English teachers should be willing to teach English well by considering the components of pedagogical content knowledge in teaching English to young learners.They also need to improve their professionalism. As stated by Utami (2018), the English teachers need to improve their professionalism by following several professional development program. Dewi, Artini, & Padmadewi (2019) also stated the same that the English teachers have to put the theory into practice by following professional development. The teachers can gain more information about designing or planning and teaching English to young learners through internet, workshop, seminar, and sharing with the other English teachers. Besides, the policy makers and school administrator need to provide the teachers with practical guidance of teaching English to young learners, several kinds of professional developement, and fasilitate the teachers with sufficient learning sources. As stated by Utami (2018), the policy makers and school administrators need to establish professional standard and school culture for the teachers in order to make them improving their professional learning. Thus, the educational parties need to cooperate to make education in Indonesia better, especially in the field of teaching English to Young Learners.

4. Conclusion

Based on the research questions of this study, there were three points that could be concluded. First, primary English teachers' perception towards pedagogical content knowledge in teaching English to young learners in Jembrana regency was categorized as very high and qualified as very strong because the average score was 4.065 which includes in interval $4.0005 \leq M < 5.001$. Second, the implementation of pedagogical content knowledge in teaching English to young learners by primary English teachers in Jembrana regency was categorized as very low because the average score was 1.9142 which includes in interval $0.3299 \leq M \leq 3.4149$. Third, the consistency between teacher's perception and the implementation of PCK in teaching English to young learners in Jembrana regency showed no consistency. It is because teachers' perception toward PCK was very high while teachers' implementation of PCK was very low. Teachers' perception and their implementation were not consistent because of several reasons. The teachers were non-English background teachers, they did not have any idea about the media that suitable with the learning material, lack of time in the learning process, and lack of experience in teaching English to young learners.

After getting the results of this study, it is known that teachers perception towards pedagogical content knowledge and the implementation in teaching English to young learners is inconsistent. Thus, there are several suggestions for the educational parties. First, the primary English teachers need to always try to improve their professionalism by following several professional development program. They should be willing to teach English well by considering the components of pedagogical content knowledge in teaching English to young learners. The non-English background teachers need to improve themselves and try to use bilingual in the learning process. The teachers also need to gain more information about teaching English to young learners through internet, workshop, seminar, or sharing with the other English teachers.

Second, The headmaster of the primary schools need to facilitate the teachers. Since the teachers still lack of idea in preparing learning media, the headmaster can do academic supervision continuously toward the teachers, for instance by guiding the teachers in making syllabus and lesson plan and also giving the teachers evaluation. The headmaster also need to provide the teachers with several learning media, so that the teachers can improve the quality of their learning instruction. Giving a reward or compliment to the teachers can also be done by the headmaster in order to motivated the teachers in improving their quality and professionalism.

The policy maker especially the government of education need to provide the teachers with practical guidance of teaching English to young learners, several kinds of professional development, and facilitate the teachers with sufficient learning sources. The government need to conduct more seminar about teaching English to young learners for the teachers, especially the non-English background teachers. Thus the teachers will be able to provide an appropriate teaching strategy and media for their students.

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