

The Implementation of Elementary School English Teacher With Non-English Educational Background Towards Pedagogical Content Knowledge

**Eka Ulyana Puspitawati¹, IGA Lokita Purnamika
Utami², GAP Suprianti³, Putu Nanci Riastini⁴**
Universitas Pendidikan Ganesha, Indonesia

Email: ekaulyana20@gmail.com¹

Abstract. At elementary schools in Bali, there were English teachers who taught English but did not have an English education background, included pedagogical content knowledge. Therefore, the aim of this research are to describe how are the teacher's perception and implementation of pedagogical content knowledge in English learning for young learners and to compare the result of the perception and implementation by elementary school English teacher who do not have English educational background in Denpasar. The subject of this research was three English teachers in three different elementary schools in Denpasar with a non-educational English background that were selected using a convenience sampling technique. Mix method which was dominant in using qualitative was the research design. Questionnaire, observation sheet, and interview guide was the instrument used in this study. The result of this study showed that teachers' perception towards pedagogical content knowledge was high, but the implementation was very low. The comparison between teacher's perception and implementation towards pedagogical content knowledge showed that the teacher's had lack of consistency. Therefore, learning activities become less effective. In conclusion, the teachers need to improve the implementation of pedagogical content knowledge first before teaching in the class.

Keywords: PCK, perception, implementation, young learners, English teacher

INTERFERENCE

Journal of Language,
Literature, and
Linguistics

E-ISSN: 2721-1835

P-ISSN: 2721-1827

Submitted : 24th June 2023

Accepted : 30th August 2023

INTRODUCTION

A teacher has an important role in educating students at school. Therefore, teachers should have pedagogical content knowledge (PCK). Pedagogical content knowledge was first introduced by [Shulman \(1986\)](#), and it bodes the focus in the world of education. Pedagogical content knowledge (PCK) is a combination of subject matter knowledge and pedagogical knowledge ([Shulman, 1986](#)). According to [Dazrullisa \(2017\)](#), pedagogical content knowledge is an ability possessed by teachers over time, where pedagogical content knowledge consists of content knowledge (ck) and pedagogical knowledge (pk). Content knowledge in the context of language learning has two points, namely language awareness and language proficiency ([Andrews, 2001](#)). Meanwhile, pedagogical knowledge consists of knowledge about student characteristics, curriculum development, lesson plans, implementation of learning, and evaluation of learning outcomes ([Ratminingsih, 2020](#)).

In teaching, understanding the characteristics of students is one of the things that can help teachers when teaching. The characteristics of young learners and adult learners are different from the way they learn, where young learners have a high curiosity and have short attention than adult learners ([Cameron, 2001](#)). By understanding the characteristics of students, teachers can determine the strategy to be used. According to ([Çakir, 2004](#)) Teaching by using visual media, teaching in contextual situations, teaching by using motivating, interesting, and stimulating activities, and teaching by using games are four strategies that can be implemented to make young learners interested and motivated in the learning process.

In Indonesia, English is not a compulsory subject at the elementary school level. However, in Bali, English has been taught since the elementary school level. Considering Bali as an international tourist destination that is visited by many foreign tourists, it is very important to introduce English to children from an early age ([Utami, 2021](#)). Because of that, we need a teacher who can have good knowledge and ability to teach English. However, there are still some teachers who teach English at the elementary school level who are not teachers who have an English educational background.

Until now, research on Teacher's perception and implementation on pedagogical content knowledge has been carried out. [Ibrahim \(2016\)](#) has conducted research on subject knowledge, teaching strategies, and students' conceptual knowledge. In addition, [Agustini, Artini, and Padmadewi \(2019\)](#) conducted a study on teacher perceptions and classroom practices about constructivism values in elementary schools. [Utami \(2022\)](#) has also conducted research on teacher's perception and implementation of pedagogical content knowledge, but the data collection only uses the interview method. [Murtiana Dewi, Purnamika Utami, and Utami \(2020\)](#) have also conducted research on this topic, which is about pedagogical content knowledge aspect, but it is not specified in the qualifications of the teachers, whether the teachers has an English educational background or not. So, there is still a need for some exploration regarding this topic thorough mix method. Therefore, this study was conducted through a mix of methods with the subjects are three elementary school English teachers with non-English educational

backgrounds in Denpasar. The reason this study was conducted in Denpasar because there are many elementary school English teachers in Denpasar who teach English but do not have an English educational background. And the aim of this study is to describe the perception and implementation of pedagogical content knowledge in English learning for young learners and to compare the result of the perception and implementation by the elementary school English teacher who do not have English educational background in Denpasar. The results of this study can be useful for prospective English teachers or English teachers who are already teaching to consider and improve their perceptions and implementation towards pedagogical content knowledge.

RESEARCH METHOD

This study used mixed-method research design, where qualitative is the dominant one. This embedded design analysis proposed by [Cresswell \(2014\)](#), where that quantitative method was embedded in qualitative method. But this research had a dominant qualitative design than quantitative. Therefore, this research had two types of data.

The mechanism for collecting data was first by giving questionnaires to the research subjects, followed by making observations while the teacher was teaching in class, and finally by interviewing the teachers regarding the results of the questionnaires and observations which were deemed inappropriate. Before collecting data by giving questionnaires, observations, and interviews, there are several steps that must be followed. First, from the grand theory of pedagogical content knowledge from [Andrews \(2001\)](#) and [Ratiminingsih \(2020\)](#), it will be reduced to a blue print (which contains aspects, dimensions, and indicators). After the blue print, there's an instrument (which contains positive and negative statements), and will be assessed by an expert judge. After that, the results were obtained, namely questionnaires, observation sheets, and interview guides.

The subject of this research were three English teachers in three different elementary school on Denpasar who do not have English educational background. The research subject was selected by using convenience sampling technique, where the research subject chosen from the member of population who are prepared to participate in this research. The object of this study are the perception and implementation of elementary school English teacher who do not have English educational background, and the comparison between the result of teacher's perception and implementation on pedagogical content knowledge.

Questionnaire, observation sheet, interview guide, and the researcher itself were the instruments on this research. Questionnaire used to collect the data of teacher's perception, while observation sheet used to collect the data of teacher's implementation. Interview guide use to confirm the comparison between teacher's perception and implementation on pedagogical content knowledge. The researcher was conducted discussions, take notes, and conduct the interview.

The data obtained from the results of the questionnaire and observation sheet were analyzed quantitatively using the categorization according to the qualification level proposed by [Koyan \(2012\)](#). Where, the results from the questionnaire were analyzed by calculating the average score given by the teacher

for each statement. Meanwhile, the data obtained from the results of the observation sheets were analyzed quantitatively by calculating the frequency of applying existing aspects of pedagogical content knowledge.

Furthermore, the comparison between teacher's perception and implementation was determined by the gap between the result using parameters set by previous researchers (Virgianti et al, 2020, Megayanti et al, 2021, and Dewi et al (2020). Later, the relationship between teacher's perception and implementation confirmed through the interview that analyzed using interactive analysis model which was proposed by Miles and Huberman (1994).

RESULT AND DISCUSSION

Findings

The main topic to be discussed here are teacher's perception, implementation, and the comparison between the perception and implementation of elementary school English teacher about pedagogical content knowledge on teaching English to young learners in Denpasar.

First, about the perception of elementary school English teacher towards pedagogical content knowledge on teaching English to young learners in Denpasar. The data presented in the table below.

Table 1. The Summary of Elementary School English Teacher's Perception on Pedagogical Content Knowledge in Denpasar

No	Aspects of PCK	Teachers' Perception			Average Range of Perception	Categorization
		T1	T2	T3		
1	Content Knowledge	3.63	3.13	3.25	3.33	Moderate
2	Pedagogical Knowledge	3.82	3.50	3.47	3.59	High
Total					3.43	High

The table 1 shows the result of elementary school English teacher's perception on pedagogical content knowledge in Denpasar is in interval $3.3335 \leq M \leq 4.0005$, with the average score 3.43, and categorized as high.

Second, about the implementation of elementary school English teacher towards pedagogical content knowledge.

Table 2. The Summary of Elementary School English Teacher's Implementation on Pedagogical Content Knowledge in Denpasar

No	Aspects of PCK	Frequency of Implementation			Average of Frequency	Category
		T1	T2	T3		
1	Content Knowledge	27.00	24.00	9.00	5.00	Low
2	Pedagogical Knowledge	91.00	105.00	63.00	21.00	Very Low
Total					3.58	Very Low

The [table 2](#) shows the result of elementary school English teacher’s implementation on pedagogical content knowledge in Denpasar is in interval $0.33 \leq M \leq 4.08$, with the average score 3.58, and categorized as very low.

Last, about the comparison between teacher’s perception and implementation towards pedagogical content knowledge. The data presented in the table below.

Table 3. The Relation between Teacher’s Perception and Implementation on Pedagogical Content Knowledge

Aspect of PCK	Categorization		Relation
	Perception	Implementation	
Content Knowledge	Moderate	Low	Slightly Consistent
Pedagogical Knowledge	High	Very Low	No Consistency
PCK	High	Very Low	Lack of consistency

The [table 3](#) shows that there is lack of consistency between elementary school English teacher’s perception and implementation towards pedagogical content knowledge. It means that the teachers have good knowledge about pedagogical content knowledge, but they cannot implement the knowledge they have. This relation confirmed through interview, where the researcher used interview guide. In content knowledge, the teacher had low implementation in correcting grammar mistake that occur in the class, and the teacher cannot speak English fluently in the class. These activities were rarely seen in the learning process. Correcting grammar mistakes done by the students and using English fluently were important things to be done. It’s because the teachers should have knowledge about content knowledge, especially knowledge about language awareness and language proficiency, and implement them in the learning process to help students improve their English skill, and the students could communicate using English properly ([Andrews, 2001](#)). During the interviews, the teachers said that they ha obstacle when speaking English fluently while teaching. The obstacle is the students cannot understand well when the teacher giving instruction or delivering the material using English.

Discussion

In analyzing teacher’s perception, questionnaire used to collect the data. From the result, primary school English teachers in Denpasar have a good understanding about pedagogical content knowledge. Meanwhile, in analyzing teacher’s implementation, observation conducted twice for each teacher, where the researcher used observation sheets. The result shows that elementary school English teachers in Denpasar not well implement their knowledge about pedagogical content knowledge yet.

Last, the relation between teacher’s perception and implementation confirmed through interview, where the researcher used interview guide. In content knowledge, the teacher had low implementation in correcting grammar mistake that occur in the class, and the teacher cannot speak English fluently in the class. These activities were rarely seen in the learning process. Correcting grammar

mistakes done by the students and using English fluently were important things to be done. It's because the teachers should have knowledge about content knowledge, especially knowledge about language awareness and language proficiency, and implement them in the learning process to help students improve their English skill, and the students could communicate using English properly (Andrews, 2001). During the interviews, the teachers said that they have obstacle when speaking English fluently while teaching. The obstacle is the students cannot understand well when the teacher giving instruction or delivering the material using English.

In the aspect of pedagogical knowledge, the teacher had low implementation in knowledge about curriculum, lesson plan, assessment, and there are some indicators that the teacher did not implement in knowledge of young learner characteristics and learning strategy. During the interview, the teacher said that they only rely on the lesson plan that they got in KKG, an only change few things in the lesson plan to fit the material given. That's because there's no curriculum and syllabus from the government related to teaching English in elementary school. Also, they cannot implement it well because they are not graduated from English education. But the teachers know the important in making a lesson plan that accordance with the learning objective in curriculum. This statement supported by Trigueros (2018), stated that lesson plan could help the teacher in the learning process. Other than that, the teachers said that they use several assessments to know students understanding. But this activity rarely seen. During observation, the teacher only used text book and pencil to check assess students understanding. If the teachers could use various assessment, it will help them during assessing students understanding. Its' in line with the statement from Wulan (2007), who stated that assessment was a tool to help the teacher checking students understanding about the material that have been studied. And last, during the interview, the teachers said they faced some obstacle in implementing learning strategy and young learners' characteristic. They said there was not much time when they prepared the learning media in the class when they want to teach using projector. Other that that, the teacher cannot use songs in material because not all songs accordance with the learning topics. If the teacher could implement their knowledge about young learners' characteristic, it could help them improve students' English skills. This statement support by Juhana (2014), who stated that it's very important for the teachers to know students' characteristic and their needs to support them in learning English.

The results in this study are similar to the results of research from Murtiana Dewi, et al (2020) who also conducted a study on teacher's perception and implementation towards PCK, where teachers' perceptions of pedagogical content knowledge are in the high category, while implementation teachers are classified as low. In addition, the results of this study are also similar to the results of research from Megayanti, Utami, Dewi (2021), where it is said that there is no consistency between perceptions and teacher implementation of PCK.

CONCLUSION

Based on the finding of this study, there are three conclusions according to the research question. First, teacher's perception on pedagogical content knowledge categorized as high. The teachers have good understanding about the concept of pedagogical content knowledge. Second, even though teacher's perception was high, but teacher's implementation categorized as very low. There's some aspect in pedagogical content knowledge not implemented by the teachers. Last, because teacher's perception was high, while their implementation was very low, it causes the lack of consistency between teacher's perception and implementation towards pedagogical content knowledge. It's because the teacher's faced some obstacles during implementing some aspects in pedagogical content knowledge. Some of the obstacle are they cannot use English fluently because students cannot understand the instruction given, the teacher cannot implement teaching using technology and media due to the time limit, and they only rely on lesson plan they got in KKG because there's no curriculum and syllabus for teaching English in elementary school, and because they are not graduated from English education. In conclusion, having English teacher that have English educational background to teach young learners is very important. It's because they have knowledge about pedagogical content knowledge, so they could arrange the lesson plan and activities well, know the right assessment to check students' understanding, and could be a good example for the students in learning English. From this research and previous research conducted by several researchers such as [Murtiana Dewi, et al \(2020\)](#), and [Utami \(2020\)](#), we also know that elementary school English teachers with non-English educational backgrounds have no consistency between their perceptions and their implementation of PCK, where teachers' perceptions are high, while their implementation is low. This can be a consideration for English teachers to further improve their perceptions and implementation of PCK when they teach in class.

REFERENCES

- Agustini, N. W. W., Artini, L. P., & Padmadewi, N. N. (2019). English Teachers' Perceptions and Classroom Practices on Constructivism Values in Primary Schools in Badung Regency. *Jurnal Pendidikan Bahasa Inggris Bahasa Indonesia*, 7(2).
- Andrews, S. (2001). The language awareness of the L2 teacher: Its impact upon pedagogical practice. *Language Awareness*, 10(2-3). <https://doi.org/10.1080/09658410108667027>
- Çakir. (2004). Designing Activities for Young Learners in EFL Classrooms. *GÜ, Gazi Eğitim Fakültesi Dergisi*, 24(3).
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.
- Cresswell, J. W. (2014). Research design: qualitative, quantitative, and mixed methods approaches / John W. Creswell. — 4th ed. In *News.Ge*.
- Dazrullisa. (2017). Pedagogical Content Knowledge (PCK) Calon Guru Pada Materi Aljabar SiswaSMP. *Jurnal MAJU*, 4(1).

- Dewi, P. M., Utami, I. G. A. L. P., & Utami, I. A. M. I. (2020). Pedagogical Content Knowledge of Teaching English to Young Learners: The Degree of Consistency Between English Teachers' Perceptions and Implementation. *International Journal of Language and Literature*, 4(1).
- Ibrahim, B., Bina Bangsa Getsempena, S., & Aceh, B. (2016). Pedagogical Content Knowledge for Teaching English. In *EEJ* (Vol. 7, Issue 2).
- Juhana. (2014). Teaching English to Young Learners: Some Points to be Considered. *Asian Journal of Education and E-Learning*, 02(01). <https://ajouronline.com/index.php/AJEEL/article/view/575>
- Koyan, I. W. (2012). *Statistik Pendidikan Teknik Analisis Data Kualitatif. Educational Statistics: Qualitative Analysis Techniques*. Singaraja : Universitas Pendidikan Ganesha Press, 2012.
- Megayanti, K. M., Lokita, I. G. A., Utami, P., & Dewi, K. S. (2021). Understanding the Discrepancy between the Perceptions and Implementation of Primary English Teachers' Pedagogical Content Knowledge. *Jpi*, 10(2).
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis* (Second Edition). SAGE Publication, Inc.
- Murtiana Dewi, P., Purnamika Utami, I. G. A. P., & Utami, I. A. M. I. (2020). Pedagogical Content Knowledge of Teaching English to Young Learners: The Degree of Consistency Between English Teachers' Perceptions and Implementation. *International Journal of Language and Literature*, 4(1).
- Ratminingsih, N. M. (2020). *Revitalisasi Pembelajaran Bahasa Inggris di Sekolah Dasar Menuju Sumber Daya Manusia Unggul Abad 21*.
- Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4–14.
- Trigueros, R. (2018). Lesson Plan. *English Language Teaching*.
- Utami, I. G. A. L. P. (2022). Inquiring English Teachers with Non-English Educational Backgrounds in Bali: Do They Know How to Teach English? *Proceedings of the 67th TEFLIN International Virtual Conference & the 9th ICOELT 2021 (TEFLIN ICOELT 2021)*, 624. <https://doi.org/10.2991/assehr.k.220201.004>
- Virgianti, N. M. S., Purnamika Utami, I. G. A. L., & Dewi, K. S. (2020). English Teachers' Perception and Implementation of Pedagogical Content Knowledge in Teaching English to Young Learners. *PRASI*, 15(02). <https://doi.org/10.23887/prasi.v15i02.28161>
- Wulan, A. R. (2009). Kemampuan Calon Guru Biologi dalam Menyusun Rubrik Analitis pada Asesmen Kinerja. *Jurnal Pendidikan Matematika Dan Sains*.