

EFL PRE-SERVICE TEACHERS' PERCEPTION IN TEACHING ENGLISH PROCESS DURING KAMPUS MENGAJAR PROGRAM

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ABSTRACT

Kampus Mengajar program as one of *Merdeka Belajar-Kampus Merdeka (MBKM)* programs initiated by the Minister of Education and Culture of the Republic of Indonesia in 2020 is one of the programs that aims to provide opportunities for students to learn and develop themselves through activities outside the classroom. Therefore, this study aims to explore the perception of EFL Pre-service Teachers' Perception in Teaching English Process during *Kampus Mengajar* Program. By using a qualitative descriptive method, five Pre-service teachers of the English Education study program at University of Jambi were interviewed as alumni of *Kampus Mengajar* program batch 4. The data were analyzed by using data reduction, data display and verification developed by Miles and Huberman (1994). The results of this study, there were also many problems faced by the participants such as lack of experience in teaching, lack of facilities for teaching, difficulties with students' abilities in learning English, and difficulties with the school location. Despite that, there were also some strategies used by the participants to overcome those problems such as maximizing preparations for teaching English process, have backup plan for the facilities, learnt to know students' needs, and leaving early if the school is far away.

Keywords: EFL pre-service teacher, *Kampus Mengajar*, Teaching English, Perception.

INTRODUCTION

Education has an important role in improving human resources, Education could change everything, including changes in individual social strata as access to education. It must be equal and equitable. Education always intends to improve students to be better all the time. Not only being highly educated but be able to become the agent of change in small or large scope. The result of changes and innovations are able to provide a contribution to the progress of a nation that have good quality human resources.

However, since the COVID-19 pandemic attacked various countries including Indonesia and it became affected by the transmission of the Corona Virus in the education sector. Where as a

result all educational institutions are forced to abolish learning in the classroom known as offline learning. This affected for many schools, the difficulty to carry out the teaching and learning process as usual. the government issued a policy for implementing learning to be carried out online or distance learning. That the implementation of online learning or distance at this time is not fully effective in organizing learning during the COVID-19 pandemic. This can be seen from the lack of motivation for student in learning.

Therefore, the Directorate of Learning and Student Affairs, the Directorate General of Higher Education has developed the Pioneer Teaching Campus program. Then on February 9, 2021 the Minister of Education and Culture, Nadiem Anwar Makarim launched the Batch I *Kampus Mengajar* Program. *Kampus Mengajar* is one of program from *Merdeka Belajar Kampus Merdeka*, where this program invites students to make a real contribution to learning in elementary schools, especially in the 3T region (frontier, outermost, and underdeveloped) and accredited C. From this program is expected that students can help and collaborate with the teachers at school, because during the Pandemic the effectiveness of learning was not conveyed, as a result students could not achieve the learning outcomes targets that had been set. (Kemdikbud, 2021:3).

Kampus Mengajar is part of the MBKM program that aims to provide students the opportunities to learn and develop themselves through activities outside the lecture classes. The scope of *Kampus Mengajar* activities includes learning in all subjects that focus on literacy and numeracy and technology adaptation. This program is expected to assist students to develop their leadership character as well as their teaching experience by working with school's instructor or teachers in a school. It is intended that this curriculum would help graduates become more competent in their soft skills, particularly those connected to Emotional Quotient (EQ), which are essential for creativity, critical thinking, and problem-solving abilities

Based on the background that has been stated above, the researcher raises the two questions of this research, there are what is the EFL Pre-service teachers' perception towards teaching during *Kampus Mengajar* program and what are the EFL Pre-service teachers' strategies in teaching English during *Kampus Mengajar* program.

METHOD(S)

This Research used Descriptive Qualitative method. this research is suitable for researchers who want to learn about a research problem's variable and need to explore the research in more detail. Cresswell (2012). The researcher had some criteria to take the participants. The criteria for choosing the participants in this research contained; First, must be a student who have

participated in *Kampus Mengajar* program batch 4 from English Education Program of Universitas Jambi which already completed the teaching practice in *Kampus Mengajar* program started from 1st August to 5th December in Junior High school as English Pre-service teacher and they have experienced in teaching English process in a Junior High School

In this research, researcher used interview as the instrument of this research. *Semi-structured* interview is chosen as the type of interview, because the participants might provide several answers to each particular question based on their experiences. And for the data analysis, the researcher used the data analysis which are divided into three activities, there were Data reduction, data display, and Verification/draw conclusion.

RESULTS AND DISCUSSION

The discussion are divided into three parts (1) What are the EFL Pre-service Teachers' Perception in teaching English process during *Kampus Mengajar* program. (2) What are the problems faced by EFL Pre-service teachers in teaching English process during *Kampus Mengajar* program. (3) What are the strategies used by the EFL Pre-service teachers in teaching English during *Kampus Mengajar* program.

1. What are the EFL Pre-service teachers' perception in teaching English process during Kampus Mengajar program

The results show that the Pre-service Teachers perceived new experience, some of them also feel happy and challenged when teaching English during *Kampus Mengajar* program. Wahyuni's statement (2021) stated that the purpose of *the Kampus Mengajar* program is to provide students with opportunities to learn and develop themselves outside of class lectures, to develop creativity, to assist students in sharpening their soul and leadership character, to gain various experiences, particularly teaching experiences, and to collaborate the school instructors.

Based on the data that have been stated show that the teaching English in the *Kampus Mengajar* program, they can gain new experience and feel happy during the English teaching process. Nur, Asdiniah and Dewi. (2021) stated regarding the existence of *Merdeka Belajar* policy, they agree with the program because it will give students an experience to teach before entering the world of work and can also develop their skills by engaging in direct activities in the community and we can make new innovations to create independent learning.

Another data shows that EFL Pre-service teachers had challenged during the teaching process due to difficulty determine the right learning material and method to get students' interest in English learning. As stated by Dar (2012) the, choice of materials for classroom use is a

challenging task for language teachers, because it provides learning materials that are appropriate for student's achievement.

2. What are the problems faced by EFL Pre-service teachers in teaching English process during *Kampus Mengajar* program.

Based on the data that have been stated show that the problems faced by EFL Pre-service teachers in teaching English during *Kampus Mengajar* program, they found problem due to lack of experience in teaching English because they have not enough knowledge to do teaching directly with the students. Another problem found is because due to lack of facilities that provided in school, created a challenged for Pre-service teachers to delivered the teaching English process. The result stated because of insufficient learning media such as Dictionary, English textbooks which are less than the number of students itself. The condition of class that are not supported for learning process such as there are no doors, table and chair that are not worth to be used anymore making another challenge for Pre-service teachers. this result accordance with Hughes (2005) Performance and achievement of students are influenced by the design and condition of the school facility.

Another problem found is regarding to students' abilities in learning English create a challenge for Pre-service Teachers. result shows that some students are not able pronounce English word properly and getting unfamiliar with the language and even some of them do not understand English at all become a challenge for them, students' lack interest in English learning.

Last problem found by the EFL Pre-service teacher is regarding to school's location between Pre-service teacher home. The study reveals the distance between their house to school is created another challenge. it made some of them had to live in boarding house near to the school, so they will not be late to come to the school. This finding is supported by Copland, et al.'s (2014) claims that teachers of English as a foreign language face a number of problems, including lack of enthusiasm, a constrained schedule, a lack of resource materials, constrained facilities, and student strengths in each lesson, as well as a lack of instructor ability in teaching, lack of training, and partly due to ignorance.

3. What are the strategies used by the EFL Pre-service teachers in teaching English during *Kampus Mengajar* program.

The EFL Pre-service teacher had to maximizing their preparation for teaching process such as preparing the material before they teaching in a classroom and find out by themselves about interesting method that suitable to carried out for English teaching process. For the backup plan for the facilities strategy used by Pre-service teacher is to ask students to sit in groups regarding to

the use of Dictionary and English textbook that are not enough with the number of students in a class. Another strategy used by EFL Pre-service teachers is to know what students' needs, so the teaching process can be carried out successfully. In this study, Pre-service teacher used games for teaching method such as make questions with pictures, word puzzles, and read short stories with their meanings for grade 7, meanwhile for grade 8, Pre-service teacher used conversation repetition method in English textbook were provided based on their interest. The last strategy used by Pre-service teacher in facing problem with school location, the study finds out Pre-service teacher had to leaving early if the school is far away from their home. For the others, some of them live in a boarding house near the school to overcome the distance.

CONCLUSION

The findings of this study in accordance with the first research question was about the EFL Pre-service Teachers' Perception in teaching. based on the data obtained from the participants, EFL Pre-service teachers getting new experience, feel happy and also they feel challenged doing the teaching English process. Based on the findings, the problems were due to lack of experience in teaching, lack of facilities for teaching, difficulties with students' abilities in learning English, and difficulties with the school location.

The last findings of this study was the strategies used by the EFL Pre-service Teachers to cope the problems in teaching English process. The strategies were Pre-service teachers maximizing preparations for teaching process, have backup plan for the facilities, learnt to know students' needs, and they leaving early if the school is far away from their home. The strategies mentioned based on data from participant and related to the problems faced by Pre-service teachers in doing teaching English process.

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