

CHAPTER I

INTRODUCTION

This chapter is organized into six sections, consists of an introduction and explains the background. In this chapter, the research covers Background of the Study, Limitation of the Study, Problem Statement, Objectives of the Study, and Significance of the Study.

A. Background of the Study

The highly hazardous coronavirus (Covid-19) has startled not just our nation (Indonesia) but the entire world. As a result, governments have implemented rules to enforce a lockdown to prevent the coronavirus from spreading. This is executed so that all Indonesians can limit direct contact and maintain a safe distance from one another. The COVID-19 pandemic has had a massive influence in the realm of education. As a result, learning activities at all levels, from university to primary school, must be suspended worldwide (Sari et al., 2021). During the COVID-19 pandemic, Minister of Education and Culture Nadiem Makarim declared that the learning mechanism in schools was abolished and replaced with an online learning system.

However, not all students have facilities that support online learning. To address this issue, the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia established *Kampus Mengajar*. This program attempts to help schools provide educational services in the middle of the COVID-19 epidemic (Rosadi, 2021). *Kampus Mengajar* Program is a game-changer in utilizing students' abilities to teach children, particularly at the elementary school level. During the pandemic, younger students in primary schools, particularly those in the 3T (Lagged, Outermost, and Frontier) districts,

had learning difficulties. At the same time, instructors were forced to adapt to technology and be innovative (Iriawan & Saefudin, 2021).

It is intended that by enacting this *Kampus Mengajar* program, students would be able to help instructors in undertaking online literacy and numeracy teaching and learning activities based on Project Based Learning (PBJL). Students must also carry out the Ministry of Education and Culture program recommendations, including supporting instructors with technological adaptation, assisting with administration, program socialization, and becoming ambassadors for behavior change (Wahyuni, 2021). Students must also be creative in designing programs connected to the Ministry of Education and Culture's primary program, particularly those relevant to local environmental circumstances and school requirements.

Kampus Mengajar Program focuses on elementary schools in the 3T region category. There will be no student mobilization because the teaching students live near the target elementary school. In the middle of a pandemic like today, many schools in the 3T area still require the assistance of teacher assistants to aid instructors in the teaching and learning process. However, the implementation of this program will undoubtedly experience many dynamics due to the various circumstances and challenges that participants will face while in school to implement this program. As a result, recognizing and comprehending the conditions that exist throughout the implementation of this program is critical for evaluating and solving problems in the field (Susanto, 2021).

SDN 03 Wanamulya in Pemalang Regency, Central Java, is one of the primary schools that belong to the category. The *Kampus Mengajar* team in SDN 03 Wanamulya, consisting of eight people from several departments and institutions, has designed the English Language Extracurricular as a side program from the core program. This is due to the students' need for English lessons which are no longer included in the compulsory elementary school curriculum (SD). English topics are no longer required in primary schools under the 2013

curriculum and are instead substituted with extracurricular activities (Milawati, 2019).

Although there was an option to replace it with extracurricular activities, at SDN 3 Wanamulya, it was not implemented. So, the *Kampus Mengajar* team decided to run this English extracurricular program. Graduates of primary schools should have adequate English skills to prepare them for higher education. Teaching English in primary schools aims to build fundamental language abilities as a prelude to learning English as a foreign language (Kusmaryati & Kudus, 2020). To obtain better outcomes, it is advised that English be taught as early as possible. Introducing English early in the school year provides possibilities to pique students' interest and curiosity in the language and help them develop a native-like accent and learn the language more readily at higher levels.

The English Extracurricular Program, taught by apprentice teachers or *Kampus Mengajar* participants, allows students to satisfy their English learning needs. This program is for fifth and sixth-grade primary school kids at SDN 03 Wanamulya, and it runs for eight weeks every Friday. Learning English is taught by four of eight students in the *Kampus Mengajar* SDN 03 Wanamulya team. Four students are from the Physics Education Department, Indonesian Language Education Department, Elementary School Teacher Education Department, and Information Technology Department.

Students from majors other than English face significant challenges and get different experiences while teaching English. It is not an area where they are experts, particularly they should to teach students those not considered mature students with distinct personalities. So, it piqued the interest of researchers who wanted to learn more about the experiences and challenges faced by apprentice teachers in the *Kampus Mengajar* Program who were not from the English education department when teaching English in primary schools (Kusworo, 2021).

During the course, the teacher learns something from their method and experiences. The teacher made a couple of errors as well. As a result, teachers must enhance the way they instruct young learners in the classroom. In student teaching, they generate various experiences such as ideas, feelings, issues, and meanings based on their replies (Brubaker, 2016). This research will take a phenomenological method to identify concepts or phenomena that people have experienced or comprehended. Teachers are the only people who can perceive how the class situation is in the classroom where they teach regularly. A phenomenological method is often utilized to obtain an experiential viewpoint. A phenomenological approach employs in-depth interviews and observation without the researcher's personal opinion or judgment (Rahmawati, 2020).

For this reason, the researcher conducts the titled “**TEACHING ENGLISH EXPERIENCE PERCEIVED BY APPRENTICE TEACHER IN *KAMPUS MENGAJAR* PROGRAM AT SDN 03 WANAMULYA 2021: A PHENOMENOLOGICAL STUDY**”.

B. Limitation of the Study

This study focuses on *Kampus Mengajar* program participants' experiences, the problem they confront (if any), and how they solve the problem when teaching English as an apprentice teacher. The researcher brought up this topic because curious about how apprentice teachers from the *Kampus Mengajar* program who were not from the English department taught English to primary school children. The study was limited to apprentice teachers enrolled in the *Kampus Mengajar Program* at SDN 03 Wanamulya 2021. Semi-structured in-depth interviews were used to collect data.

C. Problem Statement

Based on the background of the study above, the researcher formulates a problem statement as follows:

1. How do the apprentice teachers perceive the English teaching experience in the Kampus *Mengajar* Program at SDN 03 Wanamulya?
2. What are the problems (if there are any) faced by the apprentice teacher in teaching English in the Kampus *Mengajar* Program at SDN 03 Wanamulya?
3. How do the apprentice teachers solve the problem in teaching English in the Kampus *Mengajar* Program at SDN 03 Wanamulya?

D. Objectives of the Study

Based on the problem statement, the study aims:

1. To describe the apprentice teacher's experience in teaching English in the Kampus *Mengajar* Program at SDN 03 Wanamulya.
2. To describe the problem usually faced by the apprentice teachers in teaching English in the Kampus *Mengajar* Program at SDN 03 Wanamulya.
3. To describe how the apprentice teachers solved the problem in teaching English in *Kampus Mengajar* Program at SDN 03 Wanamulya.

E. Significance of the Study

The benefit of this study is separated into theoretical and practical. Theoretically, this study is expected to contribute significantly to sharing and expanding information about teaching English based on the experiences of potential teachers who are not majoring in English. While this research practically is expected to contribute to a better knowledge of how teachers implement teaching performance in the classroom. Furthermore, this study is meant to aid readers in better understanding the experience of teaching English, particularly for those who wish to do so. Therefore, this research is critical and should be thoroughly investigated to improve their teaching understanding to educate young English learners.

F. Research Paper Organization

Chapter 1 consists of an introduction and explains the background. In this chapter, the research covers: (1) Background of the Study, (2) Limitation of the Study, (3) Problem Statement, (4) Objectives of the Study, and (5) Significance of the Study.

Chapter 2 relates to Underlying Theory; it contains Theoretical Review and Previous Study. In this chapter, the researcher covers Theoretical Review as follows: (1) Teaching English Young Learners, (2) The problems in Teaching English to Young learners, (3) Solution to the problem in Teaching English to Young Learners, (4) Phenomenological Approach, (6) *Kampus Mengajar* Program.

Chapter 3 is a research method. The researcher describes Research Method as follows: (1) Type of Study, (2) Subject of Study, (3) Object of Study, (4) Data and Data Source, (5) Technique of Collecting Data, (6) Technique of Analyzing Data.

Chapter 4 consists of findings and discussion.

Chapter 5 consists of the conclusions and suggestions.