TEACHING ENGLISH EXPERIENCE IN KAMPUS MENGAJAR (KM) PROGRAM: A DESCRIPTIVE QUALITATIVE STUDY ENGLISH EDUCATION DEPARTMENT UNIVERSITAS MUHAMMADIYAH MAKASSAR

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ARTICLE INFO	ABSTRACT
	This study aims to find out challenges that faced by English Education Department Students at Universitas Muhammadiyah Makassar when teaching English in the Kampus Mengajar (KM) program and strategies that English Education Department Students used to overcome the challenges that arise. This study is descriptive qualitative method and uses interview as an instruments to collect data. In which the number of subjects in this study were six of English Education Department Students who participated in the Kampus Mengajar (KM) program. The results of the study indicate there were several challenges faced by English Education Department students when teaching English in the Kampus Mengajar (KM) program, namely pronunciation problems, students lack knowledge about English, students' lack of enthusiasm and limited school's facilities. Meanwhile the strategies were used by English Education Department students to overcome the challenges that arise, namely repeating lessons, using pictures and also using games This is an open access article under the <u>CC BY-SA</u> license.

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INTRODUCTION

The development of digital technology at the moment of Industry 4.0 era has brought significant impacts and has affected various aspects of human life, including in the field of education. (Hoyles & Lagrange, 2010) argues digital technology is the most influential thing in the education system in the world today. This is due to aspects of effectiveness, efficiency

and attractiveness offered by digital technology-based learning. Therefore, the Minister of Education, Culture, Research, and Technology Nadiem Makarim launched Merdeka Belajar Kampus Merdeka (MBKM) policy where the creation of this policy is to realized an independent and flexible learning process in tertiary institutions so tertiary institutions can design and implement innovative learning processes which can make students achieve the learning outcomes where include aspects of attitude, knowledge and skills optimally. In addition, This Merdeka Belajar Kampus Merdeka (MBKM) policy is also aims to increase e-link and match with the business and industrial world, as well as prepared the students to enter the world of work from an early age (Directorate General of Higher Education, 2020). Furthermore, students received two semesters of lectures from attending outside of college, either through the same or a different study program. Internship program in which students can complete internships in public or private businesses (Yamin & Syahrir, 2020). As for Merdeka Belajar Kampus Merdeka (MBKM) policy, there are several programs that students can participate in, one of which is the Kampus Mengajar (KM) programs.

According to (Fauzi et al., 2021) Kampus Mengajar (KM) is one of Merdeka Belajar Kampus Merdeka (KMBKM) program which aims to empower students in helping the learning process in elementary schools in various villages or cities. Kampus Mengajar (KM) aims to facilitated students so that they were able to develop their potential with activities outside the class. This is supported by previous research from (Anwar, 2021) who said that the purpose of implementing the Teaching Campus (KM) program is to empower students who collaborate with schools. Through the campus teaching program, students have activities that were the responsibility of helping learning activities, assisting technology adaptation, and helping the administration at the school that is the place of assignment. But apart from these activities, the participants in Kampus Mengajar (KM) are also required to realize what is called a joint work program and individual work program where in this individual work program students were required to be able to teach one subject that they were good at in their respective fields, such as English.

As we know, English is one of the languages that is usually used widely in all parts of human life in the world, so it is not surprising that English is used as a second language in several countries in the world. But meanwhile, in Indonesia itself, English is only taught and used as a foreign language. According to (Nurkamto, 2003) English is taught and used as a

foreign language in Indonesia. Whereas, the fact that English is one of the most international languages that is used for communication and has been recognized by Indonesian since independence day and the government has recommended English to be a compulsory subject in secondary schools. Whereas, English should be teach as early as possible so that students can prepare themselves and face the era of globalization where the use of English is in technological, social, political, economic activities, even education knows no bounds. This is supported by (Rachmajanti, 2008) who states that The purpose of teaching English in schools is based on the Decree of the Minister of Education and Culture No. 060/U/1993 dated 25 February 1993 and the 1989 Constitution concerning the National Education System that the ultimate goal of English subjects at schools is to enable students to become proficient in English in the era of globalization.

On the other hand, According to (Kurniawati, 2019) learning difficulties were often encountered in learning English. For example, the lack of motivation from students is the result of the perception that it is not yet time for them to learn a foreign language, the lack of students' knowledge of English has led to the notion that learning a foreign language is difficult and the limited time for the implementation of English lessons. As the result, students in class become less active and less motivated to participate in learning English in class, and tend to be so busy with activities that distract from the lesson. In addition, an environment that does not support them to interact using English poses a threat of failure in achieving the goals of learning English itself and also limitations in class hours were also an obstacle for students to practice and apply it. From the description of the challenges described earlier, therefore, one of the ways the government has created to overcome this is by running a Kampus Mengajar program.

Based on the explanation about teaching English in Indonesia that explained from several researchers above, the researcher are interest to find out what kind of challenges that arise when English students teaching English and what strategies that English students used to overcome the challenges that arise when teaching English especially in this Kampus Mengajar (KM) Porgram.

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RESEARCH METHOD

This study used a descriptive qualitative method. (Moleong, 2007) stated qualitative research is research that intends to understand phenomena about what is experienced by research subjects, such as behavior, perceptions, motivations, actions, etc. holistically, through descriptions and forms of words and language. The subjects of this study is six students of English Education Department at Universitas Muhammadiyah Makassar who have participated in Kampus Mengajar (KM) Program.

This study used interview as the instrument. According to Esterberg in (Sugiyono , 2018: 72), an interview is a meeting conducted by two people to exchange information or exchange ideas by way of question and answer so that conclusions or meaning can be drawn on the topic that has been determined. At this stage, the researcher conducted in-depth interviews through direct and recorded interview sessions. Then at the data analysis stage, the researcher conducted an analysis of the data where there were three steps in data analysis, namely read/memorize the data, describe the data, and then classify the data.

RESULT AND DISCUSSION

Challenges Faced By English Education Department Students When Teaching English In Kampus Mengajar (KM) Program

Pronunciation Problems

Based on the result of the interview with English students, there were three students who said that pronunciation problems are one of the challenges that arise when teaching English in the Kampus Mengajar (KM) program. Unfortunately, this factor makes it difficult for elementary school students to understand the learning material provided it affects the delay in the process of teaching and learning English, even though we know that pronunciation is one of the important things in learning English. This is in line with the statement from (Gilbert, J., 1994) who stated that pronunciation is "something of an orphan in English programs around the world". Therefore, learning pronunciation in English should be taught before giving subject matter. This can be done by inviting students to recite the vocabulary every day.

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Students Lack Knowledge About English

Based on the results of the interview with English students, there were two students who said that the lack of knowledge about English is one of the challenges when teaching English in the Kampus Mengajar (KM) program. This factor makes it difficult for students to provide learning materials continuously because elementary school students' knowledge about English is still lack, which causes the teaching learning process to be hampered. Even though, the purpose of learning English is one of the important aspects because the used and narrative of English will be found and heard in various aspects of life. This is supported by the statement from (Rachmijanti, 2008) who stated that the purpose of teaching English in schools is based on the Decree of the Minister of Education and Culture No. 060/U/1993 dated 25 February 1993 and the 1989 Constitution concerning the National Education System that the ultimate goal of English subjects at schools is to enable students to become proficient in English in the era of globalization. So from this, it is appropriate that English is taught to students from an early age so that students can better prepare themselves in interactions where the used of English in the current era is very much used in various aspects of human life.

Students' Lack of Enthusiasm

Based on the results of the interview with English students, there were two students who said that students' lack of enthusiasm for learning English is one of the challenges that hit when teaching English in Kampus Mengajar (KM) program. This factor made it difficult for English students to teach because elementary school students often did not pay attention to the material being taught and were more preoccupied with their own activities so that the learning process did not run optimally. This is in line with previous research by (Copland et al., 2014) who argue TEYL (Teaching English to Young Learners) is a challenging endeavor, when teaching English as a foreign language, teachers encounter a variety of problems, including a lack of enthusiasm. From this explanation, it can be seen that students' lack of enthusiasm has long been a challenge for teachers in teaching. Therefore, teachers must take a stand in fixing these challenges, this can be done by motivating students or making the learning process as interesting as possible in order to create a feeling of enthusiasm for students in learning English.

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Limited School's Facilities

Based on the results of the interview with English students, there were two students who said that limited school's facilities is one of the challenges that made English students difficult to teach English in the Kampus Mengajar (KM) program. Limited of facilities available resulted in English students not being able to created alternative learning media so that the learning material that students got only came from textbooks provided by the school. This is supported by previous research (Fatiloro, 2015) who said that a lack of facilities and equipment hinders teachers to embody an effective teaching process. As we know that this kind of thing is no stranger, considering that the uneven provision of teaching and learning facilities still occurs frequently in several schools, especially schools in the 3T area (Terdepan, Terpencil, Tertinggal)

Strategies That English Education Department Students Used To Resolved Challenges When Teaching English In Kampus Mengajar (KM) Program

Repeating Lessons

Based on the results of the interview with English students, there were two students who said that repeating the lessons is one effective strategy that is used to overcome the several challenges that arise when teaching English in Kampus Mengajar (KM) program. Repeating the lessons is really useful for students to remember the teaching material, besides that, this strategy is also useful to help the students increase their vocabulary. This is in line with the statement from (Prastha & Larasatib, 2022) who stated that as an alternative to the traditional method of teaching vocabulary, repetition was used.

Using Pictures

Based on the results of the interview with English students, there were two students who said that using pictures when teaching English is one of the strategies that are effective to used in Kampus Mengajar (KM) program. Using pictures really helps to increase students' enthusiasm in participating in English lessons, this is in line with the statement from (Penny Ur, 1996) who stated that the most obvious type of visual material for children is the picture, and the more visible, striking, and colorful the better.

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Using Games

Based on the results of the interview with English students, there were two students who said that using games in the classroom when teaching English is one of the strategies that can made the students feel enthusiastic to participate in learning process in Kampus Mengajar (KM) program. Using games really helpful to made students enjoy the learning process in participating in English lessons, this is in line with the statement from (Penny Ur, 1996) who stated games were essentially recreational "time out" activities whose main purpose is personalized learning, once you call a language learning activity a "game" you convey the message that is just fun. Therefore, the used of games is expected to help teacher and students to get enjoy teaching and learning process.

CONCLUSION

English students who are none other than participants in the Kampus Mengajar (KM) program faced several challenges when teaching English in elementary school and junior high schools, such as students' lack of knowledge about English, pronunciation problems, lack of enthusiasm, and limited school's facilities, this is caused mostly of students never heard of a foreign language before and more often used the local language (mother tongue) in communicating and limitations in learning facilities such as projectors, laptops/computers. Even though English students found many challenges when teaching English, they also found several strategies to overcome the challenges that arise, namely repeating lessons, using pictures and also using games.

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