ANALYSIS THE EXPERIENCES OF ENGLISH EDUCATION DEPARTMENT STUDENTS IN VOCABULARY CLASS DURING KAMPUS MENGAJAR PROGRAM AT ELEMENTARY SCHOOL

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Abstrak:

Program Kampus Mengajar yang merupakan bagian dari kebijakan Kampus Merdeka dikeluarkan untuk angkatan 4 pada tanggal 24 September 2022. Program Kampus Mengajar bertujuan untuk memberikan solusi bagi sekolah dasar yang terdampak pandemi dengan memberdayakan mahasiswa yang berada di sekitar lingkungan sekolah untuk membantu. guru dan kepala sekolah dalam melaksanakan kegiatan pembelajaran di tengah pandemi Covid-19. Penelitian ini bertujuan untuk mengetahui pengalaman Mahasiswa Jurusan Bahasa Inggris STKIP PGRI Bangkalan selama mengikuti Program Kampus Mengajar di Sekolah Dasar di Bangkalan. Penelitian ini menggunakan metode kualitatif dengan studi kasus yang terdiri dari 3 peserta mahasiswa Jurusan Bahasa Inggris yang tergabung dalam Program Kampus Mengajar Angkatan 4. Penelitian ini berfokus pada pengalaman mahasiswa Jurusan Pendidikan Bahasa Inggris program Kampus Mengajar saat mengajar Bahasa Inggris. , khususnya kosakata. Sumber data utama adalah ragam semi terstruktur dan dokumentasi yang memberikan informasi atau bukti-bukti yang berkaitan dengan penelitian. Data dianalisis dengan menggunakan analisis tematik yang dikembangkan oleh Braun dan Clarke (2012). Penelitian ini juga menggunakan dua teori yaitu The Adult Learning Theory oleh Malcolm Knowles dan The Experiential Learning Theory oleh David A. Kolb. Temuannya menunjukkan beberapa tema dari wawancara. Diantaranya motivasi mengikuti Program Kampus Mengajar, pengalaman mengajar Bahasa Inggris di Program Kampus Mengajar, Implementasi Pengajaran Bahasa Inggris di Program, Kendala Saat Mengajar Kosakata Program Kampus Mengajar.

Kata Kunci: *Kampus Mengajar Program, Experiences, English Students, Vocabulary*

Abstract:

The Kampus Mengajar program is part of Kampus Merdeka's has officially issued for the Batch 4 on 24 September, 2022. The Kampus Mengajar program aims to provide solutions for elementary schools affected by the pandemic by empowering university students who live around the school area to assist teachers and school principals in implementing learningactivities amid the Covid-19 pandemic. This study is aimed to find out the experiences of English Department Students in STKIP PGRI Bangkalan while participating in the Kampus Mengajar Program at the Elementary School in Bangkalan. This research employed a qualitative method with a case study that consists of 3 participants of English Department students who are joining in the Kampus Mengajar Program in Batch 4. This study focused on the experiences of English Education Department students in the Kampus Mengajar program when teaching English, specifically vocabulary. The main source of data was the semi-structured variety and documentation that provides information or evidence related to the research.The data were analyzed by using thematic analysis developed by Braun andClarke (2012). This research also used two theories that is The Adult Learning Theory by Malcolm Knowles and The Experiential LearningTheory by David A. Kolb. The findings showed that several themes from the interview. They were the motivation to join the Kampus Mengajar Program, the experiences when teaching English in the Kampus Mengajar Program, the Implementation of Teaching English in The Program, the Obstacle When Teaching Vocabulary Kampus Mengajar Program.

Keywords: Kampus Mengajar Program, Experiences, English Students, Vocabulary

INTRODUCTION

Education is essential to the preservation of humanity. The next generation of intelligent individuals can achieve success in their respective fields if they receive an adequate education. Education is a right and a duty that every person must fulfil, and getting access to education should be fair for everyone. Education is a way to prepare students for their roles in society in the future through guidance, lessons, and other training activities.

So, the way education is done must always change with the times, because education is a right that every person must have if they want to live a more advanced and growing life. To figure out Indonesia's current educational problems, former Indonesian Minister of Education and Culture, also known as "Mas Menteri," Nadiem Makarim, constructed educational policies. "Freedom to Learn – Independent Campus" (MBKM) is the name of one of them. Currently, MBKM has a program that can address education-related issues in Indonesia. These courses are known as "Kampus Mengajar" This program intends to aid schools in delivering educational services during the COVID-19 pandemic (Rosadi, 2021).

The Kampus Mengajar Program is a game-changer in the utilization of student teaching abilities, particularly at the elementary school level. Since most people first learn English in elementary school, the English they learn should focus on building their vocabulary. Because, vocabulary is a very important part of learning a language. Vocabulary is a crucial component of learning a language because it conveys the meaning used by humans to communicate (Anwar & Efransyah, 2018). So, English Education department students who take 4 parts in the Kampus Mengajar program can help elementary school students learn vocabulary in English and can teach English from a young age now that the rules have changed about getting rid of English in elementary schools. There has been relatively little empirical research on the experiences and challenges faced by English Education Department students teaching English in the Kampus Mengajar program, based on what the researchers stated above and the fact that this program is conducted annually.

The researcher is therefore interested in determining the experiences of English department students who participate in the Kampus Mengajar program and the experiences of English Education Department students when teaching English, at an elementary school in Bangkalan during the Kampus Mengajar program. The following hypotheses are employed theoretical in this study: Merdeka Belajar-Kampus Mengajar (MBKM is the objectives Kampus Mengajar the experiential learning theory, the experiential learning cycle, teaching English at elementary school, teaching vocabulary at elementary school.

RESEARCH METHOD

This research employed a qualitative method with a case study. According to (Creswell & Creswell, 2018) qualitative research is a technique for investigating and understanding the significance that individuals or organizations attach to a social or human issue. This research employed with a case study that consists of 3 participants of English Department students who are joining in the Kampus Mengajar Program in Batch 4. This study focused on the experiences of English Education Department students in the Kampus Mengajar program when teaching English,

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specifically vocabulary. The main source of data was the semi-structured variety and documentation that provides information or evidence related to the research. The researcher analysed the data using the thematic analysis method (Braun & Clarke, 2012) It is stated that "thematic analysis is a method for identifying, analyzing, and reporting meaning or theme patterns within data." The thematic analysis enables the researcher to comprehend and comprehend collective or shared meanings and experiences.

According to (Braun & Clarke, 2012) there are six phases of data analysis. The initial phase is data familiarization. In this phase, the researcher must comprehend and integrate the obtained data. The researcher read and reread the interview transcript and even listened to interview recordings multiple times. The next step is coding. In this phase, the researcher codes the interview transcript by identifying which data must be coded. The researcher writes the code according to the participant's words. The third phase is theme discovery. The researcher identified the themes during this phase. The theme defines an essential aspect of the data pertinent to the research question (Heriyanto, 2018). In the fourth phase, prospective themes are examined. This phase entails a recursive examination of developing themes in relation to coded data and the entire data set (Braun & Clarke, 2012). The researcher double-checked and reevaluated the themes to ensure that they are relevant to the research query. The fifth phase is theme definition and designation. The researcher then generated distinct definitions and names for each theme after refining the specifics of each theme and the final phase is reporting production. In the final report, the researcher chooses themes that are crucial to resolving the research question or relating the analysis back to the research question and the literature (Braun & Clarke, 2012).

FINDINGS AND DISCUSSION

The findings of this study have been described based on the participant interview transcripts and their interpretation. During the interview section, both the researcher and interviewees spoke Indonesian. Thus, misunderstandings between the researcher and the participants were reduced. In addition, to obtain the data, the researcher transcribes the interview recording. Then, all the data were investigated and coded to gain an overall understanding of the data. All of the data was categorized into a number of essential themes and subthemes to be addressed.

The researcher then interpreted the entire dataset, which will be described as the response to this study consist of: the motivation to join the Kampus Mengajar Program a). To get new experience, b). To exploring ways of teaching outside the campus. The initial process of joining The Kampus Mengajar Program a). Registration and selection process, b). The Debriefing processes, c). The Initial Activities at School. The memorable experiences while joining the program. The skill that improved during the Kampus Mengajar Program. The Experience when teaching English in the Kampus Mengjajar Program a). English Material to be taught Basic English materials, b). How to teach student elementary school, c). Many students are happy and enthusiastic about learning English. There were two sections to be discussed: the initial experiences of English Education Department students when teaching vocabulary during the Kampus Mengajar program, and the obstacles encountered by students when teaching vocabulary during the Kampus Mengajar program at Bangkalan

Elementary School. The Experiences of English Education Department Students in Kampus Mengajar Program; based on finding, they were the first to teach because they took part in a Kampus Mengajar program held by the government. Because of this program, students are motivated to join Kampus Mengajar Program. Their motivation comes from a program that carries the theme of teaching elementary schools.

Student motivation comes from human nature when there is motivation to want to know and learn from experience. The experience that students do is in the form of teaching elementary school students. They said *"My experience has improved my ability to teach in primary schools and increased my social skills".* Related with according (Fahma et al., 2022) They did not know how to make their exercise understandable and make sense. In this case, students experience confusion about put and organize their ideas into the place to be. Experience When Teaching English Especially Vocabulary; According to findings, participants in the teaching campus program who teach English are incredibly enthusiastic and enjoyable. Average elementary school students are enthusiastic about English class. With the participants' method, which is enjoyable and communicates the theme of learning through play. Inspiring students to participate in learning with the same enthusiasm as English Education students. According to (Lous et al., 2018) teach English to young students by way of fun activities, using collaborative activities, one of which is learning about vocabulary.

This is what participants learn while playing. The learning used is vocabulary learning. Because elementary school students are classified as young students who have to learn basic. Like as the participant said *"I use fun techniques for young students. By learning English while playing, to make it easy to memorable".* The Student Obstacles When Teaching Vocabulary During Kampus Mengajar Program at Elementary School in Bangkalan Based on finding, when teaching English, especially vocabulary, is the mood of the students which is often erratic. Making participants have to be extra in understanding students in class. The difference in ability between one student and another makes participants have a little difficulty in measuring the success of implementing the lesson system used. As was conveyed by previous research by (Siti Maharani, 2022) that the determining factor for the success of a teacher in teaching is how to coordinate students in learning in the classroom.

CONCLUSION

This program was attended by many students from various majors, one of which was English. From this research examines the experience of students majoring in English in teaching English, especially vocabulary in elementary schools. It is widely known in the village that elementary schools lack facilities and teaching staff. Meanwhile, the importance of language knowledge must be taught from an early age to young students. In this study, the problems regarding experiences and obstacles when students carry out English teaching assignments at school have been formulated. The material used is using basic vocabulary material. Of course, with a fun method for young learners. So that this research succeeded in getting their experience. As well as, getting the challenges faced when teaching English at 67 school. Not only that, with problems or obstacles, students can also learn a lot from experience and can solve problems. So that when faced with the problem can overcome it.

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