

# CHAPTER I

## INTRODUCTION

This chapter present the information about the background of the study, research question, research objective, and research benefits

### 1.1 Background of the Study

The world of education is always related to literacy activities. Nowadays literacy skills are seen to be crucial in the intellectual development and competition of every individual in Indonesia. The low interest in reading in Indonesian society will have a negative impact on the quality of the country's future generation, which will almost likely be deadly if the government, teachers, and other participants do not seek reforms in building literate student character. Literacy is one of the government's top priorities since 2019. The Gerakan Literasi Sekolah (GLS) has been promoted since 2015, in accordance with the Minister of Education and Culture Regulation Number 23 of 2015 concerning Character Development. To achieve Indonesia's growth in the twenty-first century, Indonesians and educational institutions must master six core literacy skills, namely: language literacy, numeracy literacy, scientific literacy, digital literacy, digital literacy, financial, as well as cultural literacy and citizenship (Rachman et al., 2021).

In order to support a program that has existed since 2015, the Minister of Education and Culture of the Republic of Indonesia has come up with a new idea to help students change their literacy habits which have long been dim by launching the Kampus Mengajar program. Kampus Mengajar is a part of Merdeka Belajar-Kampus Merdeka programs which aim to provide opportunities for students to learn and develop themselves through activities outside the lecture class. Merdeka Belajar implies granting educational

institutions independence and autonomy, as well as liberating lecturers from complicated bureaucracy and allowing students to pursue their interests, while Kampus Merdeka is an innovative idea that provides students with the opportunity to pursue higher education. This idea is essentially a continuation of the Merdeka Belajar concept. Kampus Mengajar is a program in which students or pre-service teachers go to schools, especially primary schools, to teach.

According to recent issues on literacy, pre-service English teachers confirmed positive improvements in education and literacy, especially in English as a Foreign Language (EFL) classes (ilzami, 2021) have a very significant impact. Although pre-service teachers have been provided with some knowledge by mentors, both mentors from the Kampus Mengajar program itself and mentors from universities, pre-service English teacher candidates must also prepare activities to apply literacy practices that are fun for all students. With pre-service English teacher candidates participating in introducing literacy, it is hoped that they will know more about the various kinds of perceptions related to practical literacy that have been held by the Kampus Mengajar program for students at school. My decision to pursue this topic for my thesis stemmed from my experience participating in Kampus Mengajar program batch 4, specifically, studying the experience of a friend who also participated in the program. I wanted to examine his perceptions of teaching and learning since he did not have an education major background, being a law school student with an interest in teaching through the Kampus Mengajar program.

## **1.2 Rationale Research**

This research will investigate the perceptions of Pre-Service English teachers when carrying out literacy practices in the Kampus Mengajar program. This research is based on the experience of researcher when obtaining the Kampus Mengajar batch 4 at the one of Cirebon Junior high school. While getting to know more about the various types of perspectives from perspective English teachers regarding practical literacy in the Kampus

Mengajar program, researchers are also very interested in knowing whether the program that has been implemented is able to increase students to become literate generations.

Many benefits can be developed for the growth and development of students' brains when literacy practices can run properly and there is encouragement from various related parties, such as students can enrich vocabulary, optimize brain performance to be able to think critically in understanding reading, broaden horizons and obtain new information, sharpen the ability to capture and understand information from a text, can develop writing skills and so on. In this way, pre-service English teachers who have the opportunity to introduce literacy practices can further optimize their knowledge in transferring knowledge regarding the types of literacy and methods that suit the character of students. In addition, Pre-service English teachers also have the opportunity to develop literacy practice processes for junior high school students. Therefore good literacy practices are literacy practices that are able to invite students to know how important literacy activities are in order to train their mindset with various interesting activities in them.

### **1.3 Urgency Research**

Many previous studies have been conducted by other researchers which confirm that the activities held by the government in the Kampus Mengajar program are able to have an impact on change. As in the article entitled EFL Pre-Service Teacher's Perception in Managing the Learning Process During Kampus Mengajar Program with the aim of the study to find out the Perceptions of EFL Pre-service Teachers in Managing the Learning Process During the Kampus Mengajar Program. This shows that there are several differences between this research and previous research, previous research only focused on how to manage

the learning process during the Kampus Mengajar program, while in this research the researcher will dig deeper into the perceptions of pre-service English teachers in literacy practice during Kampus Mengajar programs.

Therefore the urgency of that research is to get known perceptions of the Kampus Mengajar program could improve their competency as pre-service EFL teachers in introducing English literacy practices. This topic is very interesting to investigate deeper because, based on the researchers' experience while participating in teaching practices at one of the Cirebon Junior High Schools, the researcher discovered that students at that school still had a low interest in English reading literacy due to a school belonging to the 3T (Terdepan, Terluar, dan Tertinggal) areas that lacked education about a series of practical literacy activities. So this is an essential issue to investigate since we can't know whether literacy practices can conform to government expectations or vice versa until we look directly at the reality on the ground.

#### **1.4 Research Question and Objective**

Researcher wants to look into how pre-service English Teacher's perception of English literacy practices in junior high school. The following queries will be answered by this study: "How are the Pre-service English teacher's perception of English literacy practice during Kampus Mengajar program?" As a result, the purpose of this research is to find out how English literacy practice during kampus mengajar is running from pre-service English teacher's perception.