

CHAPTER I

INTRODUCTION

This study is going to discuss the challenges of Thai EFL pre-service teachers while they were doing field teaching practice in Indonesian classroom context at several schools in Kendari, South East Sulawesi, Indonesia. This chapter depicts the background of the study, the scope of the study, the research questions, and the purpose of the study. Moreover, it includes the significance of the study and the definition of the key terms used in this study.

1.1 Background of the Study

Universally, language learning is regarded as the cornerstone of human existence. According to Tavit (2009), knowing the language can help us to express our opinions, hopes, and even our dreams. The world constitutes of many main language in different part of the globe. For example, in Thailand, the country's main language is Thai. In Indonesia, its main language is Indonesian or Bahasa Indonesia. In order for the global community to be able to communicate and understand each other, English as international language can help build better communication among people. A language which is understood by both sides is required to make the communication successful.

Generally, all professions before going to be the professional, they have to deal with the system or the process of the practice. Being pre-service teacher is important before being a true teacher. Trent (2013) argues that teaching practicum has been considered one of the most crucial and influential aspect in developing pre-service teachers' competence. Sunderman (2015) maintains that a pre-service teacher is someone who is accepted into an accredited university or college teacher preparation program to become a teacher (Mergler & Spooner-Lane, 2012). The teachers are called pre-service teachers because they are doing teaching practicum while undertaking their undergraduate degree and with no professional teaching qualification (Castañeda-Trujillo & Aguirre-Hernández, 2018).

Therefore, they still encounter some problems during the real practice in the classroom. Regarding that they are still students, they are having confident level crisis. Truly, the students practiced teaching at the university before there were going to be pre-service at school, but at the school is a true world of teaching. English teaching practice is one of the most important aspects in English Language Education Study Program since they need opportunities to learn from real schools. However, because they lack classroom experience, some may experience difficulties and problems resulting in anxiety, which hinders them to give a successful teaching performance. Hortwitz (1986) pointed out that many non-native language teachers experience anxiety in their target language classroom.

In the world context, studies have investigated the causes of anxiety in the classrooms. Yoon's study (2012) examined 52 students' practicum in the university in Seoul, Korea. The factors of anxiety in his research were the fear of

using English in the class, PTs' confidence, class preparation, and efforts to overcome the anxiety. Takashi (2014) argued that English teachers' self-perceived language proficiency levels may not necessarily be related to their anxiety about teaching English. Because there is a complex relationship between non-native English teachers' perceived language proficiency levels and their anxiety about teaching English, he pointed out the importance of investigating complex causes of anxiety in language teaching context (Pasaribu, Almenda, Truly, Harendita, & Ella, 2018).

In Asian context, Thailand found the problem of Thai students in learning English with foreign pre-service teacher English who are from Indonesia. The main language of Thailand is Thai so L1 is the puzzle in learning English because Thai teachers always use L1 in teaching English. Alda (2017), found that Thai learners at primary schools who learn English tend to be hard in mastering English because several factors such as Thai learners have minimum chance to speak English in their environment, and Thai teachers used to speak fully Thai language in English learning classroom (Yulia, 2019).

Despite the many research focusing on the challenges pre-service faces during their real teaching in real classrooms, there is still limited study explored the problems Thai EFL pre-service teachers face when they have to teach English, not in the Thai classroom context. The Thai pre-service should have the basics of Indonesian language enough and using the language of Indonesian correctly while facing the Indonesian students in the classrooms.

Based on the issues of the researcher, it found some problems for Thai pre-service teachers while being pre-service teachers English. Some of Thai pre-service teachers' English did not match with the target set or it has some weaknesses in teaching English at that time. Sometime, the students asked about the meaning of some vocabularies but they did not know about it.

1.2 Scope of the Study

This study will focus on exploring the challenges of problems that Thai EFL pre-service teachers faced during their field teaching practice at some schools in Kendari, South East Sulawesi, Indonesia. The context of the classroom they faced, therefore, there is Indonesian students learning English with most possibility using English and Indonesian as the classroom's instruction. This study will only focus on problems.

1.3 Research Questions

The following research question that guided this study is: “what are the problems encountered by Thai EFL students while teaching English in Indonesian classroom context?”

1.4 Purpose of the Study

Based on the research background, this present study is aiming to discover what are the problems encountered by Thai EFL students while doing field teaching practice in Indonesian classroom context..

1.5 Significance of the Study

Based on the purpose of the study, the significance of the study is as follows:

Theoretical significance

The result of this study is can be used as a useful reference to know what are the true problem of Thai EFL while being pre-service in teaching English and how to prepare of Thai EFL before going to be the pre-service teacher and while being the pre-service teacher in Indonesian classrooms.

Practical Significance

The research will help the pre-service teacher to.put more confident of Thai EFL pre-service in using L2 while teaching in Indonesian classrooms, it will put more confident when face L1 in the classroom. Thus, when Thai EFL know two languages as LI and L2 it will help explaining the material to the students easy and clearly.

1.6 Definition of Key Terms

On the purpose of the study, the researcher defines the definition of term used in this study as follow:

Field Teaching Practice: is a process in which one individual teaches or instruct another individual. Teaching is considered as the act of imparting instructions to the learners in the classroom situation.

EFL: EFL students are the students studying English as a foreign language who are included in the current study. EFL is regarded as English as a Foreign Language, EFL means learning English in non-English-speaking countries. According to Yoko Iwai (2011) defined that EFL refers to those who learn English in non-English speaking countries (E.g. Japanese people who learn English in their country are EFL learners) (Si, 2019).

Pre-service Teacher: It is a teacher education programmer of one-year duration which provides training to prospective teachers (Profile, 2012). Pre service Teacher that provides student-teachers with the opportunity to examine the knowledge they gained during the theoretical study and put this knowledge into action. According to Hamaidi (2014) practicum is a real chance for the student to experience the real environments of teaching process, its complexity, and challenges that may impede the process of implementing the school curriculum (Rahayuningsih, 2016).

Challenges of Teaching: Teaching process tends to be challenging when it comes to the teachers' qualification, language proficiency level, and training since these points can cause teachers' confidence (Emery, 2012; Songbatumis, 2017). Besides that, it is very exciting and nervous when teaching in front of many students for them. According to Perry (2004) argues that teaching practice creates a mixture of anticipation, anxiety, excitement and apprehension in the student teachers as they commence their teaching practice. Thus, this provides student teachers with the chance to express their personal educational philosophies, theories and understandings (Abongdia et al., 2015).

