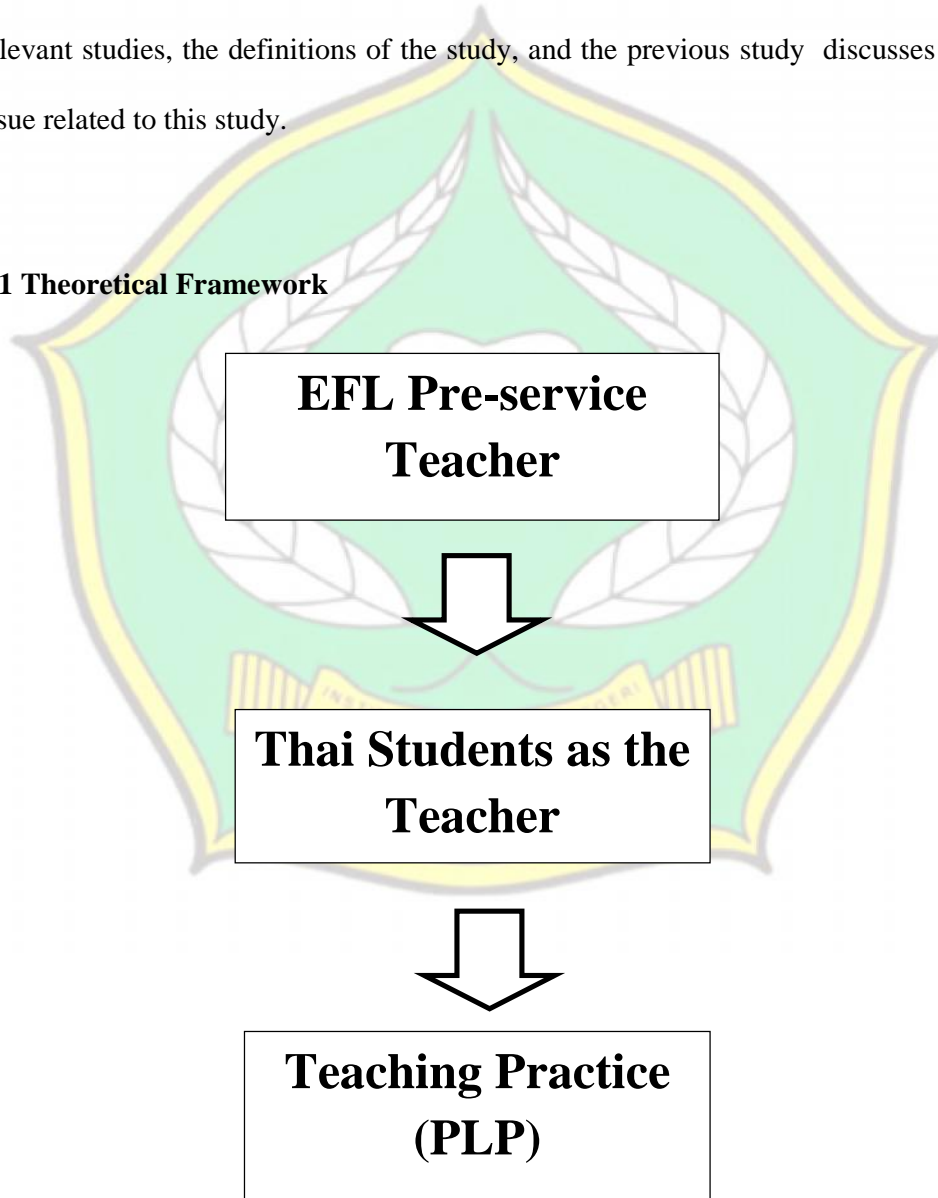


CHAPTER II

LITERATURE REVIEW

This chapter discusses some points related to the theoretical study and previous study. The theoretical studies contain Project-based learning based on the relevant studies, the definitions of the study, and the previous study discusses the issue related to this study.

2.1 Theoretical Framework





Challenges in Teaching for International Pre- service Teachers

Figure 2.1 Theoretical Framework of the Research

2.1.1 EFL Pre-service Teachers

Pre-service teacher education program aims to prepare undergraduates students to become quality teachers equipped with pedagogical practices that will serve to meet the increasing demands associated with the teaching profession (Bransford, Darling-Hammond, & LePage, 2005). So, based on that, pre-service teacher is the undergraduate students from the university that had done every material that has relation with education to some school, it can be as a teacher in senior high school or junior high school and they only teach for several months in the school that they are choose.

Pre-service teachers' teaching experiences are pivotal for future professional endeavors (Haritos, 2004; Yuan & Lee, 2014). These experiences may be obtained through a practicum placement. The experience through a teaching practicum also allows PSTs to interact with various social entities and institutional parameters, such as students, materials and curricula, colleagues, and their teacher educators.

Pre-service teachers become more aware of themselves as would-be teachers and of the pedagogical context that impinges directly on teaching and learning. Reflection, however, is a difficult process, since it 'requires critical thought, self-direction, and problem solving coupled with personal knowledge and self-awareness' (Chant et al. 2004). In order to help pre-service teachers, develop into reflective practitioners, reflection is a skill that has to be fostered from the beginning of the learning-to-teach process (Lee, 2007).

Pre-service teaching practice gives an opportunity to student teachers to experience what 'real' classroom teaching is like. Prior to the teaching program, they have had a set of beliefs which will be reflected from the way they teach. In this regards, Fullan (1991, p. 296 as cited in Stuart & Thurlow, 2000, p. 119) state that "the relationship between prior beliefs and program experience is crucial, complex, and not straightforward" (Harendita, 2017).

Macías and Sánchez (2015) also undertook research with pre-service teachers in the teaching practicum. The study presents pre-service teachers' difficulties during their teaching experiences as well as the decisions they made in

order to maintain the control and organization of the classrooms. The authors finally recommended strengthening the partnership between university and schools in preparing pre-service teachers; furthermore, they proposed some adjustment to the curriculum in order to have pre-service teachers know about school contexts at an earlier stage during their major (Castañeda-Trujillo & Aguirre-Hernández, 2018).

In a study by Borg (2006), English language teachers' perceptions of an effective foreign language teacher were investigated. The study revealed that English teachers needed to be up-to-date to cope with the advanced and progressive nature of language teaching. In addition, English language teachers were supposed to have closer, more relaxed and generally more positive relationships with learners in comparison to other teachers (Ozkan & Kesen Mutlu, 2017; Pasaribu, Almenda, Truly, Harendita & Ella, 2018).

Pomerantz and Condie (2017) also asserted that school contexts and curriculum were stronger influences on novice teachers' instructional decision-making than what they learned during their teacher-preparation programs. Liu (2005) and Scholz (2014) showed that pre-service EFL teachers in Taiwan and Thailand tended to follow their school-based mentors' examination-oriented English teaching methods, focusing on vocabulary and grammar, respectively. However, Perkins and Salomon (2012) emphasize that novice teachers' knowledge, attitudes, and perceptions gained in teacher preparation have not disappeared. Still, they can be revived through reflections, peer teaching, or role-playing. This suggests that the pre-service teachers' education programs should be

well-constructed to "prepare prospective teachers for the unique challenges that each context may present" (Siwatu, 2011, p. 364).

Fullan (2007), Jiang et al. (2020), Nguyen and Hudson (2010), and Velez Rendon (2006) also reported that pre-service teachers' perceptions and prior learning experiences influence their own instructional practices. Findings indicate that prior learning experiences are pivotal in shaping prospective teachers' beliefs, determining their teaching methods.

2.1.2 Thai Students as International Students in Indonesia

Thai become the third most international students who studying abroad in Indonesia. Having numerous differences, obviously Thai undergraduate student as a foreigner needs more time to adjust Indonesia's culture, custom even the value, during the adaptation Thai students may get some acculturative stress. Acculturative stress happens when students encounter difficulties and conflicts as a result of adjusting to unfamiliar social norms and custom of a new culture (Lin & Yi, 1997).

International students as Thai students have many differences things while staying abroad, as communication styles, language differences and others. Following Sonia's work, Ballard & Clanchy (1997) state that "different cultural traditions do embody different attitudes to knowledge. International student teaching experiences may potentially change beginning teachers' thinking about themselves, curriculum design, and teaching strategies (McKay & Montgomery,

1995); enhance skills and abilities of effective teachers; force examination of personal beliefs, habits and values; and encourage commitment to open-mindedness (Mahan & Stachowski, 1992).

Meeang (2006) stated that Asian international students experience some difficulties in communication and interaction while studying in Colombia. On the other side, the international student in Australia experiences a racial taunt, discrimination, and a difficulty in socializing outside their peer's cultural group. It causes them to have limitation of opportunities to practice their English and gaining experience of the Australian culture (Ashley, 2015).

Thai students in Indonesia might have different experience from the other international students. It happens depend on where they live due to a different culture, social, economic, religion, weather and in every place, it will make some differences in Thai lived experience.

2.1.3 Challenges in Teaching for International Pre-service Teachers

For some international pre-service teachers, their cultural background and language differences act as a barrier to successfully completing their field experiences. Consequently, these students often feel disconnected from their supervising teacher, the students in the classroom, and the whole schooling experience, which leaves them feeling vulnerable, isolated, confused and threatened. Pailliotet (1997) described in her research that one pre-service teacher

reported on the difficulties of being both culturally and linguistically different in that her home culture was quite dissimilar to that experienced in American schools. In her home country she was taught to respect teachers and not to express her opinions, and when she was asked to justify her actions by her supervising teacher in the American school she froze and became quiet.

Givens and Bennet (2004) found that trainee teachers encountered probing questions from pupils about ethnicity, experienced racism from students and/or staff in schools, and generally felt alienated and isolated within the school culture and environment. Also, some researcher met the problem of using L1 in L2. According to Hortwitz (1986), many non-native language teachers experience anxiety in their target language classroom. Not using L2 in learning English, it cannot improve L2 is slack for non-native strikers.

Nepali is the only official language of Nepal. According to Central Bureau of Statistics (2002), Nepali is spoken as a mother tongue by 48.61% of the total population and Maithili is spoken as a mother tongue by 12.3% of the total population. The most numerous mother tongue languages spoken by indigenous peoples are Tamang (5.19%), Newar (3.63%) and Magar (3.39%), as reported in the 2001 census. However, the census (2002) reports that only 1037 people speak English as mother tongue in Nepal. Besides English and Nepali, Maithali, Tharu, Bhojpuri, Doteli, Tamang, Tibetan and Awadhi languages are widely used as a means of communication and instruction in classroom, especially in the primary grades in Nepal (Flash I, 2008-09).

English is not a second language in Nepal (Shrestha, 1983; Shrestha, 2008). In Nepal, English is not an official language, not an international language, nor a language of wider communication or a language of group identification (Shrestha, 1983). However, it has been used as a medium of instruction in many private schools, colleges and universities. But, it has not received the same status in public institutions of higher learning in Nepal.

Supriatna (2015) discussed teacher training issues and challenges in Indonesia and found that the current training program for teachers is ineffective and disorganized. Because of this, a school-based teacher training program was suggested at the provincial level.

A similar study was done by Jamil, Razak, Raju, and Mohamed (2015) in Malaysia where they also described teacher training development including issues and challenges in that country. It was found that Malaysia already has a good system of teacher training since its government was interested on improving the quality of its education system

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